



Social Protection Discussion Paper Series

Household Vulnerability and Children's Activities: Information Needed from Household Surveys to Measure their Relationship

Diane Steele

May 2005

Social Protection Unit
Human Development Network
The World Bank

Social Protection Discussion Papers are not formal publications of the World Bank. They present preliminary and unpolished results of analysis that are circulated to encourage discussion and comment; citation and the use of such a paper should take account of its provisional character. The findings, interpretations, and conclusions expressed in this paper are entirely those of the author(s) and should not be attributed in any manner to the World Bank, to its affiliated organizations or to members of its Board of Executive Directors or the countries they represent.

For free copies of this paper, please contact the Social Protection Advisory Service, The World Bank, 1818 H Street, N.W., Washington, D.C. 20433 USA. Telephone: (202) 458-5267, Fax: (202) 614-0471, E-mail: socialprotection@worldbank.org. Or visit the Social Protection website at <http://www.worldbank.org/sp>.

**Household Vulnerability and Children's Activities:
Information Needed from Household Surveys to Measure their Relationship**

Diane Steele

May 2005

Household Vulnerability and Children's Activities: Information Needed from Household Surveys to Measure their Relationship

Diane Steele*

Introduction

“All individuals, households and communities are vulnerable to multiple risks from different sources, whether they are natural (such as earthquakes, flooding and illness) or man-made (such as unemployment, environmental degradation and war). These shocks hit individuals, communities and regions mostly in an unpredictable manner or cannot be prevented, and therefore, they cause and deepen poverty. Poverty relates to vulnerability since the poor are typically more exposed to risk while they have limited access to appropriate risk management instruments.” (Holzmann and Jorgensen (2000), page 3)

Vulnerability can be described as the relationship between risk and efforts to manage risk. Vulnerable households are those likely to be adversely affected by risks because they do not have the assets needed to counteract the effect of the risk (Holzmann and Jorgensen (1999)).

Risk comprises events that occur beyond the control of households and the individuals in those households. Poorer households have more limited means of managing risk even though there are many different mechanisms and strategies. Some of the mechanisms and strategies are drawn from household resources, both financial and physical, and some are drawn from civil society and other organizations designed to provide assistance when households are unable to manage risks with their own resources.

The studies that have been done on the relationships between poverty, vulnerability, risks and children's activities have shown that child work may not always be a consequence of poverty, and that some aspects of vulnerability may be more important in determining

*Household Survey Coordinator, Development Economics Research Group, Living Standards Measurement Study, The World Bank. The author would like to thank Furio Rosati, Lorenzo Guarcello (UNICEF) and Emil Tesliuc for their valuable comments.

whether children work or not than others. Canagarajah and Nielsen (1999) do not find clear evidence that poverty is associated with higher incidence of child work. Bhalotra and Heady (2001) demonstrate that in Ghana and Pakistan, children of land-rich households are more likely to work, and less likely to attend school, than children of land-poor households.¹ Beegle, Dehejia and Gatti (2003), using panel data from the Kagera region in Tanzania, report that child work is a mechanism used to smooth transitory income shocks, and increases significantly in response to crop losses. Guarcello, Mealli and Rosati (2002) found that in Guatemala credit rationing is extremely important in determining the household's decision to invest in the human capital of their children.

In order to analyze the relationships between vulnerability, risk, and children's activities, both quantitative and qualitative information is needed. At the household level, many survey instruments already exist that could be used to collect quantitative information to assess these concepts, but not all of these surveys collect sufficient information to analyze the concepts. Household surveys, including income and expenditure surveys, labor force surveys, demographic and health surveys, and Living Standards Measurement Study surveys,² to name only a few, will generally include demographic information (age, gender, schooling, family units) for household members and may include information on the activities being undertaken by household members. This may permit the identification of children's activities in particular, but usually does not permit this identification in much detail, and does not permit the identification of child labor.³

¹ Taken from Beegle, Dehejia and Gatti (2003), footnote 1.

² For more information on income and expenditure surveys see Wahab (1980), labor force surveys see Hussmanns, Mehran and Verma (1990), for Demographic and Health Surveys see www.measuredhs.com/start.cfm and for LSMS surveys see www.worldbank.org/lsm/lsmshome.html.

³ Child labor, in this paper, refers to those activities that are defined by ILO Conventions 138 (Minimum Age) and 182 (Worst Forms of Child Labour) as being likely to jeopardize or harm the health, safety or morals of children (see Appendix 2). The unconditional worst forms of child labor include trafficking, prostitution, military service, pornography, and slavery.

Some household surveys already include information needed to identify the tangible and intangible assets held by a family that can be used to determine the household's level of vulnerability to unforeseen events and its likelihood of being harmed by both endogenous and exogenous shocks. However, even if the surveys do include the necessary information, it may not be in a form that is the most useful. For example, a survey may ask the respondent what is the highest level of education they have completed. For those individuals currently in school, this information may not reflect their current education level. Depending on the school system, the highest level completed may be a few years behind their current grade. This will cause the misidentification of those individuals.

Box 1. Social Risk Management and Children

Children tend to be invisible in the shaping of policies on poverty reduction and risk management. Generally children are incorporated into the category of the "household", but this can obscure important distinctions in terms of age and gender. Attention to children in Social Risk Management (SRM) initiatives should give attention where possible to the social fabric of the community rather than individualized interventions.

At times of economic shocks, parents and communities face hard decisions in regards to schooling, work and residence. What are adaptive strategies that can help children balance work and school? Boys tend to work more directly in income earning settings, while girls often respond by taking on more household responsibilities. Both take part in household enterprises depending upon the locale and economic needs.

SRM strategies can identify key indicators and areas of vulnerability in the lives of children, and thus shape prevention and coping programs. SRM approaches can provide support for the fabric of the local community in order to reduce the pressures on children to live on the street or accept harsh employment conditions. SRM can also identify programs with local organizations that can remove children from harmful or at risk settings, as the costs to children already at risk will increase in times of economic shock.

Holzmann and Jorgensen (1999) page 21

This paper will suggest questions that can be added individually to existing surveys or can be put together as stand alone modules in an existing survey. The questions being suggested here do not represent the minimum or maximum number required to do analyses of the issues of vulnerability and children's activities. As these questions are tested, the format

and content may change over time. The paper will not address the collection of qualitative information.

Not all children are poor or vulnerable to poverty. Children who are at risk include, among others: (1) orphans/children in foster households; (2) children placed in households other than their own, usually to provide domestic service; and (3) children involved in the worst forms of child labor. Many, if not most, of these children will not be included in the information collected in household surveys because they are not considered members or they do not live in households.⁴ When children are included in the survey instrument, the information can still be faulty because of reluctance to report behaviors known to be illegal, such as children working in hazardous conditions.

Measuring Vulnerability and Risk

Vulnerability and risk cannot be measured directly. It is not possible to simply ask a household whether or not it is vulnerable to risk. Because the range of unforeseen occurrences is very broad, any individual household could be vulnerable to some events and not to others. Vulnerability must be measured through proxies which can be defined as those assets that will allow a household to manage risks which, in turn, can be defined as the household's ability to withstand shocks using the assets available to it. Assets can be tangible, such as land, labor capital, and savings, or intangible, such as social capital, proximity to markets and health and education facilities, and empowerment. Both types of assets are important in being able to measure the vulnerability of households and individuals (Siegel and Alwang (1999)). In terms of determining the household's ability to cope with risks, the more assets a household has access to and the more diversified those assets, the better the household's ability to cope with the risks they face.

It is important not only to know the assets that households possess, but also the attributes of those assets in order to determine the usefulness of a given asset for risk management.⁵ Attributes of household assets such as security of access, rights to use and/or transfer, interactions of the assets, liquidity and mobility, need to be understood in order to

⁴ See section on Roster in Suggested Questions.

⁵ For complete details see Siegel and Alwang (1999), pages 12-13.

fully exploit the information known about the asset. Table 1 displays the information needed to measure assets.

It is important to note that when using assets as a proxy for vulnerability and risk without panel or very good retrospective data analyses/studies, it is difficult to know the extent to which a specific asset is linked to protecting against vulnerability. This can sometimes be determined through qualitative observations. For example, if there is no land market, selling land will not be an option.

Table 1. Household Level Assets and Links to Other Levels

Asset Type	Household/Individual Level	Community Level	Extra-Community Level
Natural	“Private” land, pasture, forests, fisheries, water: quality and quantity	“Common” land, pasture, forests, fisheries, water	National and Global commons, rivers and watersheds, lakes, seas, oceans, air
Human	Household composition and size Health and nutritional status Education and skills	Labor pool	Labor markets
Physical	Productive assets (tools, equipment, work animals) Household assets (e.g. housing, household goods and utensils) Stocks (e.g., livestock, food, jewelry)	Productive assets (communal and private) Stocks (e.g., livestock, food)	Productive assets (rental markets) Stocks (e.g., buffer stocks)
Financial	Cash, savings, access to credit, and insurance markets	Cash, savings, access to credit and insurance markets	Finance and insurance systems Access to international finance
Social	Household social ties and networks Intra-household dynamics	Community social ties and networks	Extra-community social ties and networks
Location and Infrastructure	Proximity and access to water and sanitation, education and health , marketplace, storage roads	Water and sanitation, schools, health centers, market place, storage facilities, roads Proximity to transport and communication infrastructure	Distance to markets, transportation, communication, information systems Health and education infrastructure
Political and Institutional	Participation in household decisionmaking (including power relationships related to gender and age)	Participation in community decision-making Governance Security of person and property	Political stability Political participation Effectiveness of collective action Governance Human rights and security of person and property

Source: Siegel and Alwang, 1999, page 11, Table 3.1.

Measuring Shocks

Risks often manifest themselves in the form of shocks to households. Shocks can be thought of in terms of predictable events (seasonal drought) and unpredictable events (accidents, natural disasters, economic crises). These events can be at the community level (earthquakes) or at the household level (death of an economically active household member). The household's response to those shocks can be measured in one of two ways. The first way requires the use of panel data. In the first "round" of the survey, households are asked about the assets they currently possess. In the second "round" of the survey the same households are asked about the assets they possess at the time of the second round and any shocks they may have experienced between the two rounds of the survey. Additional questions on the disposition of the assets will be included so that ex-post analysis can be done to see what the responses to the shocks were.

The second way uses retrospective questions about the occurrence of shocks.⁶ Households are asked about the assets they currently possess. Households are also asked if they experienced any shocks during a time period in the past and what the household's reaction was to those shocks in terms of their behavior and the disposition of assets.⁷ This behavior will be, probably, some re-distribution of real assets or human capital and/or a use of social capital. In terms of what this paper is addressing, this second way of collecting information is going to be the most commonly used method. If questions are added to existing surveys, the opportunity to do so may be a one-time occurrence and in order to get the most from the information, the retrospective questions should be included. In some cases, the surveys are not done annually, or even on a regular basis.⁸ Even if the addition of

⁶ Retrospective questions on shocks could also be included in the panel survey questionnaire.

⁷ The time period in question is subject to debate. One year recall is too short of a time for those shocks, especially natural disasters, that have long term effects and may require the disposition of assets over a prolonged period of time. But as the recall period lengthens, the accuracy of the information provided may be compromised.

⁸ Labor force surveys are usually done on a regular basis (every quarter), but other surveys being considered in this paper would not be done with the same regularity. For example, income and expenditure surveys may only be done once in a decade, Demographic and Health Surveys are usually done on demand, and it is recommended that Living Standards Measurement Study surveys be done once every four or five years.

the questions is permanent, and the survey is done on a regular basis, the use of panels in those surveys is rare.⁹

These two methods are not identical. The first measures actual responses in terms of asset holdings, and the second measures a self-reported response. The second methods depends on the household's ability to recall events accurately, and to identify their response to any actual shock.

Measuring Children's Activities

The information needed to measure children's activities has been well documented.¹⁰ Table 2 provides an overview of the factors that can affect children's activities.

Table 2. Measuring Children's Activities

Variables	Comments
Household and Individual Characteristics	
Parent Income	Parent's income, or lack thereof, may be a determining factor in whether or not the child will need to contribute to the household's level of well being.
Parent education	Parent education may be taken to reflect better household information or a preference of educated parents for educated children.
Parent employment	Parent's employment may influence the level of activities the child undertakes.
Parent wage rate	Wage data are often unavailable on account of the prevalence of self-employment in the rural areas where most working children and their parents live.
Age of head of household	May indicate the stage of the lifecycle of the household.
Occupation of Household head	Children of parents in agricultural occupations are more likely to work, while those of professionals are less likely to engage in child work.
Farm size	Often increases children's activities.
Mode of operation of land	Indicators for whether the land farmed is owned, rented, sharecropped, etc. At given acreage, renting or sharecropping increases children's activities (compared to land ownership)
Household composition (age and gender structure)	Households in developing countries are large and complex. There are often more than 2 adults, and many children are likely to be live with guardians rather than their biological parents
Household size	Household size depends upon fertility or the quantity of children that parents choose to have.

⁹ Panel surveys require careful planning. Decisions must be made whether to follow households or individuals. Detailed information on the location of the households must be maintained in order to insure that the household and/or individuals can be found for the re-interview. For more information on panel surveys, see Grosh and Glewwe (2000), Chapter 23.

¹⁰ See Grimsrud (2001) and Jensen (2000).

Table 3. Measuring Children's Activities

Variables	Comments
Household and Individual Characteristics	
Female headship	Female headship effect on children's activities may reflect economic vulnerability that is not captured by income (e.g. women may be less able to borrow money or to find work), or else that women have different preferences over child welfare than men.
Child Characteristics	
Gender	Domestic activities such as cooking, cleaning and childcare are often done by girls to the detriment of their schooling. Gender differentiation of domestic activities is also correlated with age.
Age	Children's activities intensify with age.
Birth order	The level of children's activities can change by the order of birth. Not many studies include this variable.
Relation of child to household head	Important in determining if the child lives with her or his parents or with guardians.
Education	Education variables of interest include highest level achieved, incidence of drop-out, achievement of degrees, etc.
Health of child	Exposure of child to hazardous conditions, nutritional level of child, receipt of childhood immunizations, etc.
Community Characteristics	
School cost and quality	Distance to school typically increases child labor, and distance effects are often conditional on transport infrastructure. Limited evidence on effects of school costs and quality.
Access to basic services	Presence of basic services (school, health, market, water, infrastructure, etc) sufficiently close to the child to permit their use.
Unemployment in community	General condition of the community.
Existing and past programs	Change in children's activities or school attendance may be due to the programs available or to the consequences on changes in other variables (direct or indirect effects).
Region of residence	Children's activities are higher in rural areas. Regional and location dummies indicate significant province/district effects even within the same country.

Cont'd.

Problems in Using Existing Household Survey Instruments for Analyses of Vulnerability and Children's Activities

As with all survey data, there are limitations on the analyses that can be done with household surveys. Most importantly is that the unit of measure, the household, precludes the collection of information on many forms of child labor in which analysts are interested. Often children involved in the unconditional worst forms of child labor, prostitution, military

service, etc., do not live in households. Therefore, samples of households will not provide any individuals who are involved in those forms of child labor.

Intrahousehold allocation of resources. One purpose of collecting household survey information is the calculation of a measure of welfare, whether it is consumption or income. Often these are calculated on a per capita or per adult equivalent basis that assumes an equal distribution among all household members. Without individual information on consumption for each household member, it is difficult to determine the actual allocation of resources. Studies have shown that orphans who are living in better off foster homes as ranked by consumption are at a substantial disadvantage when compared to “own children” in terms of nutrition, health or education outcomes.¹¹

Sample size. The size of the sample included may limit the ability to disaggregate results to small geographic levels. When a survey has a long complicated questionnaire, there is often a trade off needed between the length of the questionnaire and the number of respondents in order to keep costs as reasonable as possible. This tradeoff for obtaining the detailed information may be to have a smaller sample size. Small sample sizes, however, are not necessarily an obstacle to analyses. They provide the ability to limit non-sampling errors such as refusals, respondent fatigue, and interviewer errors which cannot be predicted and for which statistical tests do not exist.

Sample design. The sample design can also limit the ability to do complete analyses. If a sample is designed to include only urban areas, or only rural areas, it may preclude the ability to extrapolate the results to a larger context. In addition, if the sample design is limited to one location or the other, the range of activities in which children are measured as participating may be affected.

Purpose of the survey. The original purpose of the survey can have an effect on the ability to collect information on vulnerability and children’s activities. While it would appear to make sense to use the labor force survey to collect information on children’s activities, it is important to remember that the purpose of labor force surveys is to collect information on economic activity as defined in the UN System of National Accounts. Many activities performed by children, such as child care, fetching firewood or water, cooking

¹¹ See Levine (2001) and Subbrao and Coury (2003).

meals, etc., are unremunerated domestic activities. Measuring these activities in a survey designed to collect information on wage earning activities would introduce a different set of definitions than interviewers are used to using, making it necessary to provide additional training for the interviewers.

In addition, the purpose of the survey may be to produce internationally comparable indicators. In this case, the questionnaires must be as similar as possible from one country to the next. This may preclude the ability to revise questions for better analyses of children's activities because the results would no longer be comparable over countries or time.

Design of the field work. There are as many different ways to administer a survey as there are survey types. If there are a large number of interviews to be done in a small time period, the emphasis is often to get a response from any household member who is available at the time the interviewer is at the dwelling. This informant may not be the best respondent for information on household vulnerability or on any children's activities.

Proxy respondents. In addition to the information gathered about the child, it is important to know who provided the information; did the child provide the information or was information about the child provided by someone else. The quality of the data will change depending on the informant.

For any survey, the decision must be made whether or not to use children to respond for themselves. While there is literature that indicates that direct respondents will provide the most accurate, and therefore highest quality, data, the majority of research on the topic has focused on adults. The methodological knowledge on how to interview children is scarce and often simply extrapolated from what is known about interviewing adults (Borgers, de Leeuw and Hox (2000)).

Children will experience problems when questions are very complex and/or when information has to be retrieved from memory. With children as respondents, a slight error (e.g. ambiguity) in the questionnaire may be more difficult for them to compensate for than for adults, or it may have a larger impact. Children may also experience specific problems when responding. Their cognitive, communicative and social skills are still developing and this affects different stages of the question-answer process (Borgers, de Leeuw and Hox (2000)).

Borgers, de Leeuw and Hox (2000) recommend that children younger than 4 years old should not be interviewed. These children are still in the preconceptual thought phase and proxy respondents (the child's caretaker) should respond. From 4 to 7 years of age, children can be interviewed, but care should be taken because the group has limited language and is very suggestible. In the 8 to 11 year old age group, language and reading skills are sufficiently developed to use individual interviews, but care should be taken to write appropriate questions. For example, young children have problems with negatively phrased questions, and cannot tolerate ambiguity. Above 11 years of age, cognitive functioning is well developed and around 14 years of age, it is possible to use standardized questionnaires similar to adults.

Fuchs (2002) found that younger children and juveniles and those with less advanced school achievement are less likely to consider preceding questions as relevant contextual information in order to understand the meaning of the current item. His analyses indicated that children with well developed cognitive functioning answer survey questions similar to adults while younger children and juveniles with poor school grades lack the cognitive capacity and rely more often on the response scale or the response order.

Whether or not the children respond for themselves, it is important to note who responded for the child. Not only to identify if adults responded for their children, but which adult. Mothers may know more about their children's activities than fathers. An elder sibling may be the only individual who was available to respond for the child. In knowing who responded, it is possible to add information on the "uncertainty" of the information.

Logistical concerns. The ability to include new and/or revised questions in existing surveys may be limited. If a survey is a long standing survey, the interviewers who have been trained to implement the survey will need to be re-trained for the additional questions and possible changes in the flow of the survey. If the new questions change the wording of questions that have been included in the survey in the past, this may adversely affect the over time comparability of the information in the survey. This is often an important factor in long standing surveys and therefore, it may not be possible to get the most advantageously worded questions for vulnerability and/or children's activities analyses.

The use of direct informants may also not be possible if direct informants have not been used in the past. Any and all changes to the way a survey is implemented have important implications on the cost of the survey and the needs for additional training of supervisors, interviewers, and other implementing staff.

In particular, there are important implications of using children as respondents to the surveys. First, children may not have been included as respondents to the survey in the past. The age range of the respondents may have to be altered to include younger children as respondents.

Interviewing children may require special training for the interviewers. Because children do not respond to questions the same way that adults do, the interviewers have to be specially trained in order to ask the questions in a way that is understandable to children, regardless of their age, and to interpret the responses correctly. Because questions need to be phrased differently according to the child's age and/or cognitive abilities, multiple versions of the same questions or modules may be required. And, finally, interviewing children directly can take more time than interviewing adults. This would mean more time would be needed for individual households, and that more time would be needed overall for the entire survey.

The ability to collect complete information on assets will be limited. The range of tangible assets to which a household may have access is broad. In addition, it is rarely sufficient to know simply if the household possesses the asset. For example, in terms of land, it is not sufficient to know that the household possesses land, or even the amount of land the household possesses. It is also important to know such things as: (a) if the household has legal tenancy; (b) if the household has the right to transfer ownership of the land; (c) if the land is in some way part of a community holding; etc. As mentioned above, information on the attributes of the assets is also important in analysis of risk management.

Suggested Questions

The questions supplied in Appendix 1 of this paper are examples of questions that have been already used in various forms of household surveys, and that have been proposed in such documents as Grosh and Glewwe (2000). The ILO International Programme for the Elimination of Child Labour (IPEC) has developed a National Child Labour Survey through

their Statistical Information and Monitoring Programme on Child Labour (SIMPOC) that collects information specifically on the activities that children perform.¹² The UN Multiple Indicator Cluster Survey (MICS) also collects information on children's activities, but it is less detailed than the information found in the SIMPOC survey.¹³ Neither of these surveys contain information on general household vulnerability.

It is important to note that the questions included in this paper are not directed solely at children. To do analyses of household vulnerability and children's activities it is necessary to collect data on all household members. It is also important to note that the questions do not include all areas needed to assess vulnerability or children's activities.¹⁴

The questions do not represent all of the questions that should be included in a household questionnaire to analyze children's activities. They are those that can be added for in-depth analyses of both vulnerability and children's activities. The questions need to be evaluated for their use with children.

Hoddinott and Quisumbing (2003) have provided a toolkit to assist researchers undertaking overall vulnerability assessments. Their paper provides additional details on the information needed to assess vulnerability and related issues. It discusses the use of single cross sections, repeated cross sections and panel data. It also looks at information that can be found at the community level and from secondary sources. For additional information on the types of analyses that can be undertaken with the information collected, see also Grosh and Glewwe (2000) and UNICEF (2000).

Hoddinott and Quisumbing (2003) have organized the information needed to assess vulnerability into three stages of the risk chain: (1) risk or uncertain events; (2) options for managing risk or risk responses; and (3) outcomes. The suggested questions in this paper for looking at the effect of vulnerability on children's activities fit into the stages as shown in Table 3. Some questions provide information to more than one stage.

¹² For information see, www.ilo.org/public/english/standards/ipec/simpoc/index.htm

¹³ For information see, www.childinfo.org/index2.htm

¹⁴ See also Hoddinott and Quisumbing (2003).

Table 4. Stages of the Risk Chain

Identification of Risks	Risk Management Instruments	Outcomes
Adverse Situations Credit/Savings Economic Activity Hazardous Conditions Housing Languages Spoken Roster	Credit/Savings Economic Activity Education Non-Economic Activity Social Capital Tangible Assets	Economic Activity Education Non-Economic Activity

The recommended respondent for each set of questions is the best informed individual. This may be the head of household when household level information is being collected. It will be the actual individual when individual level information is being collected, with some exceptions. As noted above, children may not be able to respond for themselves. Where proxy respondents are used, efforts should be made to use the best informed respondent and to record information on who supplied the responses. The actual respondent will ultimately depend on how the survey is administered. It will also depend on if the best informed individual is available for interview at the time the interviewers are at the household.

The sections of the Appendix have been placed in the logical places where they would be found in a household survey questionnaire. Issues covered by each module are found in Table 4. Additional details on analysis issues are included in the Appendix.

Table 5. Issues Addressed by Each Module

Roster	Information on parents of the children Presence in the household Education level Occupation Membership of household Orphans/foster children
Languages spoken	Ability to speak predominant language of the country Identification as indigenous
Education	Performance in school Schooling expenditures Reasons for not attending school
Economic activity	Paid or unpaid economic activity
Non-economic activity	Domestic chores Gender allocation of tasks

Cont'd.

Table 6. Issues Addressed by Each Module

Hazardous conditions	Working conditions for children
Adverse situations	Type and extent of adverse shocks faced by households Schemes and activities available to cope with adverse situations
Social capital	Membership in informal groups and networks Everyday sociability Community participation and neighborhood connections Family connections Trust and fairness norms Crime and safety Subjective well-being Political engagement
Tangible assets	Land Ownership Security of access Rights to use and/or transfer Physical aspects Crops grown Equipment owned Housing Ownership Rights to use and/or transfer Construction of walls Number of rooms Shared cooking facilities Sanitary conditions Access to water Access to electricity Equipment Savings Stocks (livestock, food, jewelry) Access to infrastructure
Credit and savings	Credit Trade of money, goods, services at present for payment in future Savings Land Livestock Cash Deposits Durable goods Home improvements

Bibliography

- Anderson Schaffner, Julie. 2000. "Employment" in Margaret Grosh and Paul Glewwe, eds. *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Study*. World Bank: Washington, DC.
- Beegle, Kathleen, Rajeev H. Dehejia, and Roberta Gatti. 2003. "Child Labor, Income Shocks and Access to Credit." The World Bank, Development Research Group. Mimeo. April.
- Bhalotra, S. and C. Heady. 2001. "Child Farm Labour: The Wealth Paradox." Processed.
- Borgers, Natacha, Edith de Leeuw, and Joop Hox. 2000. "Children as Respondents in Survey Research: Cognitive Development and Response Quality." *Bulletin de Méthodologie Sociologique* No. 66: 60-75.
- Canagarajah, S. and H. Nielsen. 1999. "Child Labor and Schooling in Africa: A Comparative Study." Processed.
- Cigno, A., L. Guarcello, S. Lyon, Y. Noguchi, and F. Rosati. 2003. "Child Labour Indicators used by the UCW Project: An Explanatory Note." Understanding Children's Work. April.
- Dercon, Stefan. 2001. "Assessing Vulnerability to Poverty." Paper prepared for DfID. August.
- Fuchs, Marek. 2002. "Children and Juveniles as Respondents: Experiments on Question Order, Response Order and Scale Effects." Paper presented at the International Conference on Improving Statistics, Copenhagen, Denmark, August.
- Grimsrud, Bjørne. 2001. "Measuring and Analyzing Child Labor: Methodological Issues." Mimeo. April.
- Grootaert, Christiaan and Thierry van Bastelaer. 2001. "Understanding and Measuring Social Capital: A Synthesis of Findings and Recommendations from the Social Capital Initiative." Social Capital Initiative Working Paper No. 24. The World Bank, Social Development Family, Environmentally and Socially Sustainable Development Network, Washington, DC. April.
- Grosh, Margaret and Paul Glewwe. 2000. *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Study*. World Bank: Washington, DC.

- Guarcello, L., F. Mealli and F. Rosati. 2002. "Household Vulnerability and Child Labor: The effect of shocks, credit rationing and insurance." *Understanding Children's Work*. November.
- Harvey, Andrew S. and Maria Elena Taylor. 2000. "Time Use" in Margaret Grosh and Paul Glewwe, eds. *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Study*. World Bank: Washington, DC.
- Hoddinott, John and Agnes Quisumbing. 2003. "Data Sources for Microeconometric Risk and Vulnerability Assets." Social Protection Discussion Paper Series No. 323. The World Bank, Social Protection Advisory Service, Washington, DC. December.
- Hoffmann, Eivind and Adriana Mata. 2000. "Statistics on Working Time Arrangements: Issues and the role of time use surveys." Paper prepared for the Expert Group Meeting on Methods for Conducting Time-Use Surveys, United Nations, 23-27 October.
- Holzmann, Robert, and Steen Jorgensen. 1999. "Social Protection as Social Risk Management: Conceptual Underpinnings for the Social Protection Sector Strategy Paper. Social Protection Discussion Paper No. 9904. The World Bank, Human Development Network, Social Protection Unit. January.
- Holzmann, Robert, and Steen Jorgensen. 2000. "Social Risk Management: A New Conceptual Framework for Social Protection and Beyond. Social Protection Discussion Paper No. 0006. The World Bank, Human Development Network, Social Protection Unit. February.
- Husmanns, R., F. Mehran, and V. Verma. 1990. *Surveys of Economically Active Population, Employment, Unemployment and Underemployment: An ILO Manual on Concepts and Methods*. International Labour Office: Geneva, Switzerland.
- Ilahi, Nadeem. 2000. "The Intra-household Allocation of Time and Tasks: What Have We Learnt from the Empirical Literature." Policy Research Report on Gender and Development Working Paper Series No. 13. The World Bank, Development Research Group/Poverty Reduction and Economic Management Network. June.
- International Labour Organization. 2002. "Every Child Counts: New Global Estimates on Child Labour". Geneva. April.
- Jensen, Robert. 2000. "Development of Indicators on Child Labor". Report to the International Program on the Elimination of Child Labor at the International Labor Organization. June.
- Levine, Anthony, ed. 2001. "Orphans and Other Vulnerable Children: What Role for Social Protection?" Social Protection Discussion Paper Series No. 126. The World Bank, Social Protection Advisory Service, Washington, DC. October.

- Kochar, Anjini. 2000. "Savings" in Margaret Grosh and Paul Glewwe, eds. *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Study*. World Bank: Washington, DC.
- Narayan, Deepa and Michael F. Cassidy. 2001. "A Dimensional Approach to Measuring Social Capital: Development and Validation of a Social Capital Inventory." *Current Sociology* Vol. 49(2): 59-102.
- Program for the Improvement of Surveys and the Measurement of Living Conditions in Latin America and the Caribbean (ISLC). 1999. "Questionnaire Proposal to Measure the Impact of Shocks on Household Welfare and Behavior." September.
- Psacharopoulos, George and Harry Anthony Patrinos, eds. 1994. *Indigenous People and Poverty in Latin America*. World Bank: Washington, DC.
- Scott, Kinnon. 2000. "Credit" in Margaret Grosh and Paul Glewwe, eds. *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Study*. World Bank: Washington, DC.
- Siegel, Paul B. and Jeffrey Alwang. 1999. "An Asset-Based Approach to Social Risk Management: A Conceptual Framework". Social Protection Discussion Paper No. 9926. The World Bank, Human Development Network, Social Protection Unit. October.
- Subbarao, Kalanidhi and Diane Coury. 2003. "Orphans in Sub-Saharan Countries: A Framework for Public Action." The World Bank, Human Development, Africa Region, and Social Protection, Human Development Network, Washington, DC. June.
- UNICEF. 2000. "Monitoring Progress Toward the Goals of the World Summit for Children: End-Decade Multiple Indicator Survey Manual." Division of Evaluation, Policy and Planning, New York. February.
- Wahab, Mohammed Abdul. 1980. "Income and Expenditure Surveys in Developing Countries: Sample Design and Execution." LSMS Working Paper No. 9. Washington, DC.: The World Bank.
- World Bank. 2000. "Social Protection Sector Strategy: From Safety Net to Springboard." World Bank, Social Protection Network, Washington, DC. September.
- _____. 2002. "Integrated Questionnaire for the Measurement of Social Capital." Processed. World Bank, Social Capital Thematic Group, Washington, DC. March.

Appendix 1. Suggested Questionnaire Modules

Roster
Languages Spoken
Education
Economic Activity
Non-Economic Activity
Hazardous Conditions
Adverse Situations
Social Capital
Tangible Assets
Credit and Savings

ROSTER

Recommended respondent: Head of household

The roster section of a questionnaire provides demographic information on all individuals found in the household: sex, age, family relationships, etc.

Many analyses of children's activities use information on the parents or guardians of the child as determinants of household behavior. The roster section should provide explicit information on the parents of all children under 18 years of age in the household. When the parents or guardians of a child are not physically in the household at the time the interview is done, either temporarily or permanently, basic information on their highest level of education and their principal occupation should also be collected. In this way, analyses can take into account: (a) that the parents are not in the household; and (b) their levels of education and/or occupation, if known. For parents currently residing in the household, this information will be collected in the correct modules, if those modules are present in the survey. If occupation and education information are not collected in the survey at all, this basic information should be included in the roster section for all household members.

There is a difference between household members and people residing in the household. While this may vary by country, the standard definition of household members is a group of people who live together, pool their money, and eat at least one meal together each day.¹⁵ These are the people for whom information usually is collected. Other individuals, such as guests or domestic workers, may be present in the household at the time of the survey, but information about them will not be collected as they are not considered part of the household.¹⁶

The issue of household membership can be important for foster children in the household. If the child is an orphan that has been taken into the household, s/he may not be considered a household member: (a) in the eyes of the family; or (b) in the definition used by the survey implementers. Changes may be required in how these children are viewed from

¹⁵ Grosh and Glewwe (2000), page 135.

¹⁶ For domestic workers who reside in the household, there is the argument that information should be collected on these individuals because they consume some part of the expenditures, both food and non-food, made by the household. The design of the survey will determine if these individuals are interviewed.

past implementations of the survey. This has important implications for not only questionnaire design, but also for the implementation of the survey. This group is often left out of the data collection process and therefore, is not available for analysis. In terms of understanding household behavior towards children, however, this group should be included.

It is recommended that birthdate be collected in addition to age in completed years. This is especially important for analysis of children's activities. At the lower end of the age range, it is important information for determining primary school enrollment. Countries usually have a cut off date by which children must be born in order to enter first grade. If the child was not born before this cut off date, s/he must wait until the next year to enroll in the first grade. When birthdate is unknown, analyses of children of school age who are not in school are incomplete. It is important to know what the household behavior is: (a) the child is not in school because s/he did not meet the cut off date (out of the control of the household); or (b) the parent/caregiver decided that their child was not sufficiently mature to enter primary school.

At the other end of the age range, it is important to know how close the child is to age 18 when s/he is considered an adult. For analysis purposes, it is important to know if the 17 year olds are close to 18 or still have the whole year ahead of them.

It is also important to know who is responsible for the child if neither of the child's parents are residing in the household. In the case of orphans, it is important to know if the child is residing with other family members or with a household not related to the child. As noted above, child fostering information may not have been collected in the past in the household surveys that are being used as the base for the collection instrument.

The following example was drawn from Chapter 4 of Grosh and Glewwe (2000).

ID Code of the individual providing the roster information: _____

		Sex	Relationship to household head	Birthdate			Age	Presence of the Mother in the Household			
1		2	3	4			5	6	7	8	9
ID Code	Name	Sex 1. Male 2. Female	Relationship to household head 1 Head 2. Spouse or companion 3. Son/daughter 4. Son/daughter-in-law 5. Grandchild 6. Parent 7. Parent-in-law 8. Sibling 9. Sibling-in-law 10. Other relative 11. Domestic employee 12. Guest or boarder 13 Other non relative	What is the date of birth of ...? If birthdate is unknown > Q6 Month Day Year			Was proof of birthdate provided? 1. Yes, birth certificate >Q7 2. Yes, other form >Q7 3. No > Q6	Age in completed years. If less than one year write 00.	For children 18 years of age or younger. Is the natural mother of ... living in the household? 1..Yes 2..No >Q9	ID code of mother > Q12	Reason for mother's absence. 1. Temporary - working elsewhere 2. Temporary - Visiting Elsewhere 3. Permanently elsewhere 4. Dead
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											

cont'd.

[illegible]

[illegible]

LANGUAGES SPOKEN

Recommended Respondent: Direct informants

In many countries, more than one language is spoken. This includes countries in which there are multiple official languages, as well as countries in which there is one predominant or official language and multiple indigenous languages. Language can be used as an indicator of ethnicity, especially in the case of indigenous groups. Worldwide, indigenous people are in an inferior economic and social position compared to the non-indigenous or “mainstream” population. There is no single and operational definition for “indigenous people”: heritage and maternal language are often used as proxies. However, the definition is not static over time: self-identification can change over time; children of indigenous parents may not consider themselves as indigenous; and there are periods in which there is a rebirth of people recognizing their indigenous origins (Psacharopoulos and Patrinos (1994)). By collecting information on language, researchers can develop their own definition or re-create definitions used in other research.

Language can be seen as a cultural asset. Maintaining a separate language indicates a level of social integration. Language, along with ethnic unity and division of power and resources, is a factor in determining whether people identify with one nation state or group over another. Language is a reliable indicator given indigenous people’s strong sense of identity, maintained in large part by language use (Psacharopoulos and Patrinos (1994), pg 24).

Language can also be seen as an indicator of economic access. If an individual does not speak the dominant language, access to job opportunities may be limited. In addition, inability to speak the dominant language may limit the access of the individual to public infrastructure such as schooling, health services or the justice system.

Language ability can be measured in simple terms with only a few questions. This example is drawn from the Panama 1997 Encuesta de Niveles de Vida.¹⁷

¹⁷ See www.worldbank.org/lsm for more information.

Language Spoken (short version)

	1	2	3	4
ID Code	ID Code of the individual providing the information if not self-reported	What is the maternal language of ...? 1. Dominant language of the country 2. Language 2 3. Language 3 4. Language 4 5. Language 5 6. Other	What other language or dialect does ... speak? 1. Dominant language of the country 2. Language 2 3. Language 3 4. Language 4 5. Language 5 6. Other 7. None > Q5	From whom or where did ... learn (the language spoken in question 2). 1. Parents 2. Grandparents 3. Elders in the community 4. At school 5. At work 6. Specialized school 7. Other, what?
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

To get a more complete view of languages spoken in terms of social capital, a more detailed questionnaire may be desired. The following example is drawn from the Guatemala 2000 Encuesta Nacional sobre Condiciones de Vida.¹⁵

Language Spoken (long version)

		1		2		3
ID Code	ID Code of the Respondent if not self-reported	What is the maternal language spoken by ...? Register name and code If mute, write 50 & > Q5		What other languages does ... speak? Register name and code if no other, write code 97 & > Q5		With whom or where did ... learn the language that he/she speaks most often? 1. With mother 2. With father 3. With both parents 4. With grandparents 5. With older members of the community 6. In school 7. At work 8. Other, what?
		Language	Code	Language	Code	
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

cont'd

[illegible]

6			
LANGUAGE CODES			
1. Language 1			
2. Language 2			
3. Language 3			
4. Language 4			
What language do the parents of ... speak?			
Father's language	Code	Mother's language	Code

EDUCATION¹⁸

Proper measurement of the child's education performance is essential in identifying the child laborer. Information on the child's school history and, for those still in school, performance are thus necessary. Performance will include such observations as whether the child follows normal progression, does not have to skip school or homework regularly because of work, if, for example in the peak agricultural seasons, the work conflicts with attending school. In this respect the number of years of schooling constitutes perhaps the most important data, but daily school attendance clearly matters as well. Weekly and yearly school hours and time should also be mapped. Repetition indicates whether sufficient learning is occurring and also affects learning directly. It may be an indication that the child is bearing too heavy a work burden outside school.

For those going to school, data gathered should include something about the quality of the education. One indicator of quality is the number of pupils in the class; others might be material inputs in the classroom, such as blackboards, textbooks, and the physical condition of classrooms, teachers' characteristics, and pedagogical practices. This information is not best collected at the household level, but rather at the community level.

The distance between home and school and fees and all other costs associated with attending school, such as books, uniforms, transportation, additional private tuition, and gifts to the teacher, should be mapped. Capturing all these other costs are important. The price at which uniforms are available can affect children's schooling outcomes, particularly if government schools require uniforms. Similarly, if the school does not provide textbooks, the price of these textbooks will also affect households' schooling decisions. Parents may withdraw their children from school or send them to school without a full set of textbooks. The same applies to other learning materials that parents are expected to purchase. Distance can also be viewed as a price; parents may be discouraged from sending their children to school due to the high opportunity costs of the children's time spent traveling to school and, in some cases, direct transportation costs. In many developing countries, many communities are a great distance from schools, especially at the secondary level.

¹⁸ Grimsrud (2001), pages 18-19.

The total cost to a household of enrolling a child in school includes not only the sum of the direct money costs, but also the opportunity costs of the time that children devote to schooling. This cost may vary throughout the year, being higher in the peak agriculture seasons, for example. This is central in measuring and analyzing child labor. The data collected on time use of the child in combination with information on the activities and work of other household members shed light on this.

If children are not going to school, why are they not? There is a growing focus in the literature on child labor on the so-called push-out reasons: no school in the village, bad school performance; not liking the teacher, and not finding the teaching relevant are reasons for not going to school (see for example Burra 1995). It is of course sometimes difficult to distinguish these from the traditionally given reasons for dropping out, such as the need to work to help the family and the need to support the family financially. The child's or parents' understanding of the situation, which is what is actually measured, can also reflect what is socially acceptable or believed to be the right answer to such a question.

The following example is taken from Grosh and Glewwe (2000), Chapter 7.

I D C O D E	1. Have you ever attended school?	2. Are you currently enrolled in school?	3. What is the highest grade you have completed in school?	4. What is the highest diploma you have attained?	5. Were you enrolled in school during the past 12 months?	6. In what grade are you currently enrolled in school?	7. What is the highest diploma you have attained so far?	8. Is the school you are currently enrolled in public or private?	9. How much has your household spent on your education in the last 12 months for:							10. Have you ever repeated a grade of school?	11. How many times have you repeated a grade of school?
	YES...1 NO...2 (»NEXT PERSON)	YES...1 (»6) NO...2	PUT CODES FOR DIFFER- ENT GRADES HERE	PUT CODES FOR DIPLO- MAS HERE	YES...1 (»9) NO...2 (»10)	PUT CODES FOR DIFFER- ENT GRADES HERE	PUT CODES FOR DIPLO- MAS HERE	PUBLIC...1 PRIVATE SECU- LAR...2 PRIVATE RELIG- IOUS...3	A. Tuition and other required fees?	B. Parent Associ- ation fees?	C. Uni- forms and other clothing?	D. Text- books?	E. Other educational materials (exercise books, etc.)?	F. Meals, transpor- tation and/or lodging?	G. Other expenses (extra classes, optional fees)?	YES...1 NO...2 (»NEXT PERSON)	NUMBER OF REPEATED GRADES
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	

ECONOMIC ACTIVITY

Recommended Respondent: Direct informants

Economic activity is used in this context to mean activities for which individuals receive remuneration. In practice, it may also include activities for which the individual contributes to the household income but may not be explicitly paid, for example, unpaid family worker. For this section, it is recommended that information be collected starting at the age at which children enroll in first grade in order to analyze the full range of children's activities. In individual countries, however, it may be considered unlikely that the youngest children will be part of the economically active population, and studies have shown that only small percentages of children under the age of 12-14 years old report having performed some work during the last seven days. The inclusion of children will be highly dependent on the local conditions. The ILO recommends that regardless of the minimum age, if there is a substantial number of children below that age who are engaged in various economic activities, there may be a need to obtain supplementary data on the number, characteristics and working conditions of those children (Hussmanns, Mehran and Verma (1990), page 13).

The information collected in this section has to apply to both adults and children. In general, information collected on economic activity uses the United Nations System of National Accounts (SNA) and follows the guidelines of the International Labour Organization (ILO). The questions included here are fairly standard to determine if the respondent was involved in economic activity or not. If the respondent was involved in economic activity, the information about that activity can then be collected with a standard employment module.

The following example is drawn from Grosh and Glewwe (2000) Chapter 9.

Part A: Labor Force Participation

	1. IS THIS PERSON ANSWERING FOR HIMSELF/HERSELF?	2. During the past 7 days, have you worked for someone who is not a member of your household, for example, an enterprise, company, the government or any other individual?	3. At any time during the last 12 months have you worked for anyone who is not a member of your household?	4. During the past 7 days, have you worked on a farm owned or rented by a member of your household, either in cultivating crops or in other farming tasks, or have you cared for livestock belonging to a member of your household?	5. At any time during the last 12 months have you worked on a farm owned or rented by a member of your household, or cared for livestock belonging to a member of your household?	6. During the past 7 days, have you worked on your own account or in a business enterprise belonging to you or someone in your household, for example, as a trader, shop-keeper, barber, dressmaker, carpenter or taxi driver?	7. At any time during the last 12 months did you work on your own account or in a business enterprise belonging to you or someone in your household?	8. CHECK THE ANSWERS TO QUESTIONS 2, 4 AND 6. (WORKED IN LAST 7 DAYS) ANY YES...1 (»PART B) ALL NO...2	9. Do you have a permanent job even though you did not work in the last 7 days? YES...1 NO...2 (»11)	10. What is the main reason that you did not work in the last 7 days? <div>»PART B</div> SICK.....1 MATERNITY...2 HOUSEHOLD MEMBER ILL...3 VACATION...4 STRIKE/ SUSPENSION...5 TEMPORARY WORK LOAD REDUCTION...6 OTHER (SPECIFY.....).7	11. Have you looked for work in the last 7 days? YES...1 (»13) NO...2	12. What is the main reason you did not look for a job in the last 7 days? (MOST IMPORTANT REASON) STUDENT.....1 HOUSEWIFE/ CHILDCARE.....2 TOO OLD/RETIRED...3 HANDICAPPED.....4 WAITING FOR REPLY FROM EMPLOYER.....5 WAITING FOR RECALL BY EMPLOYER.....6 WAITING FOR BUSY SEASON.....7	13. CHECK ANSWERS TO QUESTIONS 3, 5 AND 7 (WORKED IN LAST 12 MONTHS) ANY YES...1 (»PART B) ALL NO...2 (»NEXT PERSON)
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													

Part B. Overview of Work in Last 7 Days and Last 12 Months

I would like to ask you some questions about the work you did in the last 7 days and the last 12 months, whether work on a farm, *on your own account, in a household business* enterprise, or for someone else. Let's start with the work that you did in the past 7 days. If you did not work in the last 7 days but had a permanent job, please describe your permanent job. If you did not work or have a job during the past 7 days, describe the work that you did in the past 12 months.

A C T I V I T Y C O D E	I D C O D E	1. What did you do?		2. What kind of trade or business is it connected with?		3. In this work were you working on a farm owned or rented by you or a member of your household, were you working <i>on own account or in a nonfarm business enterprise</i> belonging to you or a member of your household, or were you working for someone who is not a member of your household?		4. Which of these enterprises is this work associated with?		5. For how many different employers did you do this work during the last 12 months?		6. For how many different employers did you do this work in the last 7 days? IF NO DAYS WORKED IN PAST 7 DAYS, ENTER ZERO AND » 9.	
		WRITTEN DESCRIPTION	OCCUPATION CODE	WRITTEN DESCRIPTION	INDUSTRY CODE	FARM OWNED OR RENTED BY HOUSEHOLD MEMBER.....1(»7) OWN ACCOUNT/HOUSEHOLD ENTERPRISE.....2 WORK FOR NON-HOUSEHOLD MEMBER.....3(»5)	REVIEW ENTERPRISES REPORTED IN HOUSEHOLD ENTERPRISE OVERVIEW MODULE. IF THIS ACTIVITY IS NOT FOUND THERE, REVISE THAT <div style="border: 1px solid black; padding: 2px; display: inline-block;">»7</div> ENTERPRISE CODE	NUMBER	NUMBER				
A													
B													
C													
D													
E													
F													
G													
H													
I													
J													
K													
L													

cont'd.

[illegible]

cont'd.

17. CHECK THE ANSWERS TO QUESTIONS 14 AND 16. FOR THE ACTIVITY WITH CODE 1 IN QUESTION 16, WHAT IS THE CODE IN QUESTION 14? (CHECKING TO SEE IF MAIN JOB IN PAST 12 MONTHS IS MAIN OR SECOND JOB IN LAST 7 DAYS.) Q.14 CODE IS 1 OR 2.....1 Q.14 CODE IS 3 OR BLANK..2	18. CHECK THE ANSWERS TO QUESTIONS 14 AND 16. FOR THE ACTIVITY WITH CODE 2 IN QUESTION 16, WHAT IS THE CODE IN QUESTION 14? (CHECKING TO SEE IF SECOND JOB IN PAST 12 MONTHS IS MAIN OR SECOND JOB IN LAST 7 DAYS.) Q.14 CODE IS 1 OR 2.....1 Q.14 CODE IS 3 OR BLANK..2 NO CODE 2 IN Q.16.....3	19. CHECK THE ANSWERS TO QUESTIONS 14 AND 16. FOR THE ACTIVITIES WITH CODE 3 IN QUESTION 16, WHAT ARE THE CODES IN QUESTION 14? AT LEAST ONE ACTIVITY HAS CODE 3 OR IS BLANK IN Q.14..1 ALL OTHER CASES.....2	20. CHECK THE ANSWERS TO QUESTION 14. HOW MANY ACTIVITIES HAS THIS PERSON HAD IN THE PAST 7 DAYS? ZERO....0 (PART D) ONE.....1 (PART C) TWO.....2 (PART C) THREE OR MORE.3 (PART C)
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

cont'd.

Part C. Main and Secondary Job in the Last 7 Days

I D C O D E	1. FOR EACH PERSON, LOOK AT THE ANSWERS TO QUESTION 14 OF PART B. WRITE DOWN THE OCCUPATION WITH CODE 1 IN THAT QUESTION (MAIN OCCUPATION IN THE LAST 7 DAYS) OCCUPATION CODE TO BE FILLED IN BY SUPERVISOR		2. Now I would like to ask you about your work as [READ OUT OCCUPATION FROM QUESTION 1]. If you did this work for more than one employer in the last 7 days, please think about the employer for whom you worked the most hours during the last 7 days. Where did you carry out most of this work in the last 7 days? FARM OWNED OR RENTED BY HOUSEHOLD MEMBER.....1 OTHER FARM.....2 YOUR HOME.....3 OTHER HOME.....4 VEHICLE.....5 FROM DOOR TO DOOR.....6 IN THE STREET, NO FIXED PLACE..7 IN THE STREET, FIXED PLACED....8 OFFICE/FACTORY.....9	3. In this work were you... (READ ALL RESPONSES) an employer?.....1(»22) a worker on own account or unpaid worker in a household farm or nonfarm business enterprise?.....2(»22) a paid worker in a household farm or nonfarm business enterprise?.....3(»12) an employee of someone who is not a member of your household?.....4	4. Is your employer for this work... (READ ALL RESPONSES) a private company, enterprise or cooperative?.....1 a rural public works program?....2 the government, public sector or army?.....3 a state-owned enterprise?.....4	5. How many people altogether work at the place where you do this work? NUMBER	6. Are you entitled to the benefits of social security program in this job? YES...1 NO....2
	OCCUPATION	OCCUPATION CODE					
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

cont'd.

25. In this work were you... (READ ALL RESPONSES) an employer?.....1(»42) a worker on own account or unpaid worker in a household farm or nonfarm business enterprise?.....2(»42) a paid worker in a household farm or nonfarm business enterprise?.....3(»32) an employee of someone who is not a member of your household?.....4	26. Is your employer for this work... (READ ALL RESPONSES) a private company, enterprise or cooperative?.....1 a rural public works program?.....2 the government, pub- lic sector or army?.3 a state-owned enterprise?.....4 a private individual?.....5	27. How many people altogether work at the place where you do this work? NUMBER	28. Are you entitled to the benefits of social security program in this job? YES...1 NO....2	29. Is this job covered by a collective bargaining agreement? YES...1 NO....2	30. Do you receive wages, salary or other payments either in cash or in other forms from this employer for this work? YES...1 (»32) NO....2	31. What is the main reason you receive no payment for this work? <div style="border: 1px solid black; width: 50px; height: 30px; margin: 10px auto; text-align: center;">»37</div> APPRENTICESHIP OR UNPAID TRAINEESHIP...1 LABOR EXCHANGE.2 PAYING OF DEBT.3 OTHER (SPECIFY___)...4	32. How much was your last payment? IF RESPONDENT HAS NOT YET BEEN PAID, ASK: What payment to do you expect? What period of time did this payment cover? <div style="display: flex; justify-content: space-between;"><div>AMOUNT</div><div>TIME UNIT</div></div>	33. How many hours did you work (or will you work) for the pay you just reported? Please include any hours of paid vacation or sick leave. HOURS
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Time Unit: 2=Hour, 3=Day, 4=Week, 5=Fortnight, 6=Month, 7=Quarter, 8=Half year, 9=Year

cont'd.

34. Are any income, <i>social security</i> or workers' compensation taxes deducted from your pay?	35. Do you receive any payment for this work in any other form?	36. What is the value of those payments? Over what time interval?		37. Is this the only employer for whom you did this work in the last 12 months?	38. During the last 7 days, how many days did you work for this employer?	39. During the last 7 days, how many hours did you work for this employer?	40. During the last 12 months, for how many weeks did you work for this employer?	41. During the weeks you worked for this employer in the last 12 months, for how many hours did you usually work per week?	42. CHECK QUESTION 20 IN PART B. DID THIS PERSON REPORT THREE OR MORE KINDS OF WORK IN THE PAST 7 DAYS?	43. You reported having done work in the last 7 days besides the two jobs you have just described to me in detail. In any of these jobs did you work for someone who is not a member of your household, or were you a paid employee on a family farm or in an <i>enterprise</i> or money making activity belonging to a member of your household?	44. How much did you receive for this other work, including tips, gratuities, bonuses, and the value of any payment in kind, after subtracting taxes deducted? What period of time did this payment cover?	
YES...1 NO....2	YES...1 NO....2 (»37)	AMOUNT	TIME UNIT	YES...1 (»42) NO....2	DAYS PER WEEK	HOURS PER WEEK	WEEKS PER YEAR	HOURS PER WEEK	YES...1 NO....2 (»45)	YES...1 NO....2 (»45)	AMOUNT	TIME UNIT

Time Unit: 2=Hour, 3=Day, 4=Week, 5=Fortnight, 6=Month, 7=Quarter, 8=Half year, 9=Year

cont'd.

45. FOR THIS PERSON, CHECK THE ANSWER TO QUESTION 17 IN PART B. WHAT IS THE CODE FOR THE ANSWER TO THAT QUESTION?	46. CHECK QUESTION 18 IN PART B. WHAT IS THE CODE FOR THE ANSWER TO THAT QUESTION?	47. CHECK QUESTION 19 IN PART B. WHAT IS THE CODE FOR THE ANSWER TO THAT QUESTION?
CODE 1...1 CODE 2...2 (»PART D, Q.1)	CODE 1...1 CODE 2...2 (»PART D Q.20) CODE 3...3 (»NEXT PERSON)	CODE 1...1 (»PART D Q.38) CODE 2...2 (»NEXT PERSON)

cont'd.

Part D. Main and Secondary Job in the Last 12 Months (When Different from Jobs of Last 7 Days)

I D C O D E	1.	2.	3.	4.	5.	6.
	<p>FOR THIS PERSON, LOOK AT THE ANSWERS TO QUESTION 16 OF PART B. WRITE DOWN THE OCCUPATION WITH CODE 1 IN THAT QUESTION (MAIN OCCUPATION IN THE LAST 12 MONTHS).</p> <p>OCCUPATION CODE TO BE FILLED IN BY SUPERVISOR.</p>	<p>Now I would like to talk about your work as [READ OUT OCCUPATION FROM QUESTION 1]. If you did this work for more than one employer in the last 12 months, please think about for the employer for whom you worked the most hours during the last 12 months. Where did you carry out most of this work in the last 12 months?</p> <p>FARM OWNED OR RENTED BY HOUSEHOLD MEMBER.....1 OTHER FARM.....2 YOUR HOME.....3 OTHER HOME.....4 VEHICLE.....5 FROM DOOR TO DOOR.....6 IN THE STREET, NO FIXED PLACE.7 IN THE STREET, FIXED PLACE....8 OFFICE/FACTORY.....9</p>	<p>In this work were you... (READ ALL RESPONSES)</p> <p>an employer?.....1(»19) a worker on own account or unpaid worker in a household farm or nonfarm business enterprise?.....2(»19) a paid worker in a household farm or nonfarm business enterprise? .3(»10) an employee of someone who is not a member of your household?.....4</p>	<p>Is your employer for this work... (READ ALL RESPONSES)</p> <p>a private company, enterprise or cooperative?.....1 rural public works program?.....2 the government, public sector or army?.....3 a state-owned enterprise?.....4 a private individual?.....5</p>	<p>How many people altogether work at the place where you do this work?</p> <p>NUMBER</p>	<p>Are you entitled to the benefits of social security program in this job?</p> <p>YES...1 NO....2</p>
	OCCUPATION	OCCUPATION CODE				

1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

cont'd.

7. Is this job covered by a collective bargaining agreement?	8. Did you receive wages, salary or other payments either in cash or in other forms from this employer for this	9. What is the main reason you received no payments for this work? (»15) APPRENTICESHIP OR UNPAID TRAINEESHIP...1 LABOR EXCHANGE.2 PAYING OF DEBT.3 OTHER (SPECIFY___)...4	10. How much was your last payment? What period of time did this payment cover?		11. How many hours did you work for the pay you just reported? Please include any hours of paid vacation or sick leave.	12. Are any income, <i>social security</i> or workers' compensation taxes deducted from your pay?	13. Did you receive any additional payments, in the form of tips, gratuities, bonuses, food, clothing, housing or transportation in this work?	14. What was the value of those payments? Over what time interval?		15. Is this the only employer for whom you did this work in the last 12 months?	16. During the last 12 months, for how many weeks did you work for this employer?	17. During the weeks you worked for this employer in the last 12 months, how many days did you usually work per week?	18. During the weeks you worked for this employer in the last 12 months, how many hours did you usually
YES...1 NO....2	YES...1 (»10) NO....2		AMOUNT	TIME UNIT	HOURS	YES...1 NO....2	YES...1 NO....2 (»15)	AMOUNT	TIME UNIT	YES...1 (»19) NO....2	WEEKS PER YEAR	DAYS PER WEEK	HOURS PER WEEK

Time Unit: 2=Hour, 3=Day, 4=Week, 5=Fortnight, 6=Month, 7=Quarter, 8=Half year, 9=Year

cont'd.

19. FOR THIS PERSON, CHECK THE ANSWER TO QUESTION 18 OF PART B. WHAT IS THE CODE FOR THAT QUESTION? CODE 1...1 (»37) CODE 2...2 CODE 3...3 (»NEXT PERSON)	20. LOOK AT THE ANSWERS TO QUESTIONS B1 AND B16. WRITE DOWN THE SECOND MOST IMPORTANT OCCUPATION (ACTIVITY WITH CODE 2 IN PAST 12 MONTHS). OCCUPATION CODE TO BE FILLED IN BY SUPERVISOR.		21. Now I would like to talk about your work as [READ OUT OCCUPATION FROM QUESTION 20] . If you did this work for more than one employer in the last 12 months, please think about for the employer for whom you worked the most hours during the last 12 months. Where did you carry out most of this FARM OWNED OR RENTED BY HOUSEHOLD MEMBER.....1 OTHER FARM.....2 YOUR HOME.....3 OTHER HOME.....4 VEHICLE.....5 FROM DOOR TO DOOR.....6 IN THE STREET, NO FIXED PLACE..7 IN THE STREET, FIXED PLACE.....8 OFFICE/FACTORY.....9 OTHER (SPECIFY.....).....10	22. In this work were you... (READ ALL RESPONSES) an employer?....1(»37) a worker on own account or unpaid worker in a house- hold farm or nonfarm business enterprise?.....2(»37) a paid worker in a household farm or nonfarm business enterprise?.....3(»29) an employee of someone who is not a member of your household?....4	23. Is your employer for this work... (READ ALL RESPONSES) a private company, enterprise or cooperative?...1 rural public works program?.2 the government, public sector or army?.....3 a state-owned enterprise?....4 a private	24. How many people altogether work at the place where you do this work? NUMBER	25. Are you entitled to the benefits of social security program in this job? YES...1 NO....2
	OCCUPATION	OCCUPATION CODE					

cont'd.

[illegible]

cont'd.

<p>38.</p> <p>You reported having done work in the last 12 months besides the jobs you have already described to me in detail. In any of these jobs did you work for someone who is not a member of your house-hold, or were you a paid employee on a family farm or in an <i>enterprise</i> or money making activity belonging to a member of your household?</p> <p>YES . . . 1 NO 2 (»NEXT PERSON)</p>	<p>39.</p> <p>During the past 12 months, how much did you receive for this other work, including wages, salary, tips, gratuities, bonuses, and the value of any payment in kind, after subtracting taxes deducted? What period of time did this payment cover?</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: 60px;"> »NEXT PERSON </div> <table border="1" style="width: 100%;"> <tr> <th style="width: 70%;">AMOUNT</th> <th style="width: 30%;">TIME UNIT</th> </tr> </table>	AMOUNT	TIME UNIT
AMOUNT	TIME UNIT		

Time Unit: 2=Hour, 3=Day, 4=Week, 5=Fortnight, 6=Month, 7=Quarter, 8=Half year, 9=Year

NON-ECONOMIC ACTIVITY

Recommended respondent: Direct informant

Non-economic activities are those activities that respondents perform without receiving pay. These activities include domestic work (cooking, cleaning, childcare, etc) as well as work that would normally be remunerated, but for which the respondent receives no pay. The respondent may receive no pay because the work is being done for a family enterprise or farm. The respondent may receive no pay because the work is being done to aid a family member in their paid work. Or the respondent may receive no pay because it is not legal for the respondent to be doing the work.

Another mechanism that can be used to collect information on non-economic activity is a time use module.¹⁹ Building a comprehensive picture of time use extends the range of issues relating to time use that can be analyzed. It can show how a change in the activities of one member affects every member's time use. It also makes it possible to understand the contributions that non-market activities, such as collecting water and fuelwood, and growing crops for the household's own consumption, by women, children and the elderly make to household welfare (Harvey and Taylor (2000), page 249).

Often in household surveys, there are questions on the time spent on specific tasks. These questions, while valuable, provide much narrower information than a full time budget. By only asking information about specific tasks, it is impossible to place those tasks within the entire context of how the individuals spend their time. It is also impossible to analyze the decisionmaking process over performing one task rather than another. Time is a resource that, depending on how it is spent, can influence wealth and welfare (Hoffmann and Mata (2000)). Time also represents a market exchange: if household members collect water from the nearby stream, they are providing a substitute to water supplied through a pipe system. Not looking at how the household as a whole allocates its time overlooks how the household economy works (Ilahi (2000)).

Trying to collect full time use information from all household members, however, is costly in terms of both money and time. Respondents may have difficulties in determining how much time is spent on any individual task. There are tasks that are done simultaneously

¹⁹ For information on time use modules, see Harvey and Taylor (2000).

making the calculation of the total time spent on each individual task difficult to ascertain. Concepts of time will be different for people who live with clocks and schedules from those who live without them.

Version 1 was drawn from various sources, including the SIMPOC questionnaire and the MICS questionnaire. It assumes that the only activities in which the analyst is interested are those involved in domestic chores. Information on these activities is important for determining the allocation of tasks by gender and age. It is widely known that work at home constitutes a large part of children's work, especially that of girls (Ilahi (2000), page 32).

Version 2 looks at specific tasks done during the day. It was drawn from various LSMS surveys.

Non Economic Activity Version 1

	1	2	3	4	5
ID Code	ID code of the person supplying the information, if the information is not self- reported	Since last (day of the week) did ... do household chores such as cooking, cleaning, washing clothes, fetching water, or caring for children? 1. Yes > Q4 2. No 3. Don't know	Even if ... did not do these chores in the last week, does he/she usually do these chores? 1. Yes > Q5 2. No 3. Don't know	How many days since last (day of the week) did ... do these household chores? If respondent does not know, write 9	How many hours per day does ... usually do these household chores? If respondent does not know, write 99
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

cont'd

6			7
Which household chores does ... do most often? (Up to 3 responses)			When does ... usually carry out these activities?
1. Cooking/serving food			1. During the day after other work
2. Shopping for household			2. Day and evening full time
3. Cleaning house			3. Before school
4. Washing clothes			4. After school
5. Minor household repairs			5. Before and after school
6. Fetching water/wood			
7. Caring for children			
8. Caring for elderly, sick			
9 Other			

Non Economic Activity Version 2

ID Code	ID Code of the person supplying the information if not self-reported	Fetch Water			Fetch Firewood			Cooking			Cleaning/Laundry			Child Care/Elder Care		
		How many times in the past 7 days did ... fetch water?	How much time does ... normally spend doing this each time?		How many times in the past 7 days did ... fetch firewood ?	How much time does ... normally spend doing this each time?		How many times in the past 7 days did ... cook or prepare meals?	How much time does ... normally spend doing this each time?		How many times in the past 7 days did ... clean house or do laundry?	How much time does ... normally spend doing this each time?		How many times in the past 7 days did ... care for the children or elderly?	How much time does ... normally spend doing this each time?	
		No.	Hrs.	Min.	No.	Hrs.	Min.		Hrs.	Min.		Hrs.	Min.		Hrs.	Min.
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																

cont'd.

Schooling			Home work			Leisure			Work in family enterprise			Work on family farm		
How many times in the past 7 days did ... attend school?	How much time does ... normally spend doing this each time?		How many times in the past 7 days did ... do homework or study?	How much time does ... normally spend doing this each time?		How many times in the past 7 days did ... participate in sporting activities, cultural activities, or relaxation?	How much time does ... normally spend doing this each time?		How many times in the past 7 days did ... work without pay in the family enterprise?	How much time does ... normally spend doing this each time?		How many times in the past 7 days did ... work without pay for a family farm?	How much time does ... normally spend doing this each time?	
No.	Hrs.	Min.	No.	Hrs.	Min.	No.	Hrs.	Min.		Hrs.	Min.		Hrs.	Min.

HAZARDOUS CONDITIONS

Recommended Respondent: Direct informants

Hazardous conditions can be difficult to define. ILO Conventions 138 (Minimum Age) and 182 (Worst Forms of Child Labour) define hazardous work only very generally as “likely to jeopardize/harm the health, safety or morals of children” (ILO (2002)). Following ILO Recommendation 190, Article 3.d, some hazardous conditions are specified by individual countries after consultations with workers’ and employers’ organizations. As such, the definition of hazardous conditions will vary from country to country.

The ILO report, *Every Child Counts: New Global Estimates on Child Labour*, operationalized hazardous conditions as: (a) the mining and construction industries; (b) specific occupations considered to be of a hazardous nature (see Appendix 2); and (c) working more than 43 hours per week for children less than 18 years of age. The MICS Program has a less restrictive definition, working more than 43 hours per week, which they acknowledge will underestimate hazardous work, but it is the only definition they can use based on the information collected in the MICS survey.

Questions on hazardous conditions are strongly affected by the sample design and sample size. The sample size will need to be fairly large in order to guarantee sufficient respondents to make the analyses possible. The design will have to be nationally representative and include all areas, rural and urban.

Information on hazardous conditions could also be collected in a health module.

The following example was compiled from various sources.

	1	2	3	4	5	6
ID Code	ID Code of the person supplying the information, if the information is not self-reported	Is ... required to operate any tools or machines? 1. Yes 2. No 8. Refuse to answer 9. Don't know	Is ... working with or is ... exposed to chemicals (including pesticides) at work? 1. Yes 2. No 8. Refuse to answer 9. Don't know	Does ... feel pain from his/her work? 1. Yes, sometimes 2. Yes, always 3. No, never 8. Refuse to answer 9. Don't know	Has ... had any work-related accident or illness during the last 12 months (from ... to ...)? 1. Yes 2. No 8. Refuse to answer 9. Don't know	Has ... had any accident or illness related to housework during the last 12 months (from ... to ...)? 1. Yes 2. No 8. Refuse to answer 9. Don't know
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

ADVERSE SITUATIONS

Recommended respondent: Head of household

The objectives of these questions are: (a) to measure the type and extent of adverse shocks faced by households; and (b) to collect information in the different schemes and activities available for households to reduce and cope with adverse situations that tend to have negative effects on their income/consumption. This information is useful to have an understanding of households' behavior in relation to risk management and to support the design of social protection public policies for the poor (ISLC (1999)).²⁰

These questions have been included in several questionnaires used in Latin America. One of the things that has been determined is that a 12 month time span for shocks is not sufficient. During the administration of the Guatemala 2000 LSMS survey, it was discovered that the adverse effects of Hurricane Mitch, which went through Central America in 1998, were still being felt, but the questionnaire did not permit collection of the information because the hurricane was more than 12 months prior to the survey. Dercon (2001) used a questionnaire from Ethiopia that asked about adverse situations since the last main rainy season and shocks that occurred during the last 20 years.²¹ Using long time spans such as the 20 year frame in the Ethiopian survey, can result in low quality data as events in the distant past may be attributed to the time frame erroneously. When using a long time frame, it is a good idea to have some "event" that most people will remember to frame the time span. This was done in the Ethiopia survey. Respondents were asked, "In the last 20 years, *since the land reform programme,...*" (emphasis added).

The following example was taken from the 2000 Guatemala Encuesta Nacional sobre Condiciones de Vida.

²⁰ ISLC is a joint program of the Inter-American Development Bank, the World Bank and the Economic Commission for Latin America and the Caribbean and may be better known through its Spanish acronym MECOVI (Programa para el Mejoramiento de las Encuestas y la Medición de las Condiciones de Vida en América Latina y el Caribe).

²¹ Ethiopia Rural Household Survey, 1994/95.

ADVERSE SITUATIONS - Respondent Head of Household

In the last 12 months, has the household been affected by any of the following general types of problems:

- | | YES | NO |
|-----------------------------------|----------------------------|----------------------------|
| 1 Earthquake?..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 2 Drought?..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 3 Flood?..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 4 Storms?..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 5 Hurricane?..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 6 Plagues?..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 7 Landslides?..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 8 Forest fires?..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 9 Business closings?..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 10 Massive lay offs?..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 11 General increase in prices?... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 12 Public protests?..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| 13 Other, what?..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

IF THE RESPONSES TO ALL THE QUESTIONS WERE "NO", PASS TO Q. 6

REGISTER THE FOUR MOST IMPORTANT PROBLEMS ACCORDING TO THE RESPONDENT

For each problem, ask questions 2 to 5.

The (...) signified a decrease or loss for your household of:

- The income that you normally receive?..... 1
- Inheritance?..... 2
- Of income and inheritance?..... 3
- It has not signified any loss..... 4

NQ

What did the household do to compensate or resolve this decrease or loss of income and/or inheritance?

(Register the most important action)

- Spent savings or investments..... 1
- Pawned goods (jewelry, furniture, machines, appliances, etc.)..... 2
- Mortgaged house or land..... 3
- Cashed in securities..... 4
- With more work than already working..... 5
- Other members went to work..... 6
- Applied for a cash loan from a private bank..... 7
- Applied for a cash loan from a state bank..... 8
- Asked for a cash loan from a family member..... 9
- Asked for a cash loan from a friend..... 10
- Asked for a cash loan from a moneylender..... 11
- Asked for cash loan from work..... 12
- Sold the house or land..... 13
- Sold animals..... 14
- Sold appliances, equipment machines..... 15
- Sold some jewelry..... 16
- Sold the harvest in advance..... 17
- With help from government organizations..... 18
- With help from private entities..... 19
- With help from international entities..... 20
- With help from NGOs..... 21
- With help from the neighbors..... 22
- Stop consuming some products or services..... 23
- Didn't do anything..... 24
- Other, what?..... 98

Order number	CODE		CODE
		1	2
1			
2			
3			
4			

<p>The decrease of income or inheritance caused by (.....) has been totally resolved?</p> <div> <div>YES..... 1</div> <div>NQ</div> </div> <p>NO..... 2</p>	<p>How much time do you think you will need to resolve the decrease of income or inheritance caused by (.....)?</p> <p>- Within 6 months..... 1</p> <p>- Between 6 and 12 months..... 2</p> <p>- More than 1 year..... 3</p> <p>- Don't know when..... 9</p>
4	5

cont'd.

ADVERSE SITUATIONS (continued)

In the last 12 months, has this household been affected by any of the following problems:

	YES	NO
1. Loss of employment of any member?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
2. Lowered income of any member?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
3. Bankruptcy of a family business?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
4. Illness or serious accident of a working member of the household?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
5. Death of a working member of the household?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
6. Death of another member of the household?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
7. Abandonment by the household head?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
8. Fire in the house/business/property?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
9. Criminal act?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
10. Land dispute?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
11. Family dispute?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
12. Loss of cash or in-kind assistance?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
13. Fall in prices of products in the household business?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
14. Loss of harvest?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2
15. Other, what?.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2

IF THE HOUSEHOLD HAS NOT BEEN AFFECTED BY ANY OF THE ACTS MENTIONED, PASS TO NEXT MODULE

REGISTER THE FOUR MOST IMPORTANT PROBLEMS, ACCORDING TO THE RESPONDENT

For each problem apply questions 7 to 10

The (...) signified a decrease or loss for your household of:

- The income that you normally receive?..... 1
- Inheritance?..... 2
- Of income and Inheritance?..... 3
- It has not signified any loss..... 4

NEXT QUESTION

What did the household do to compensate or resolve this decrease or loss of income and/or inheritance?

(Register the most important action)

- Spent savings or investments..... 1
- Pawned goods (jewelry, furniture, machines, appliances, etc.)..... 2
- Mortgaged house or land..... 3
- Cashied in securities..... 4
- With more work than already working..... 5
- Other members went to work..... 6
- Applied for a cash loan from a private bank..... 7
- Applied for a cash loan from a state bank..... 8
- Asked for a cash loan from a family member..... 9
- Asked for a cash loan from a friend..... 10
- Asked for a cash loan from a moneylender..... 11
- Asked for cash loan from work..... 12
- Sold the house or land..... 13
- Sold animals..... 14
- Sold appliances, equipment machines..... 15
- Sold some jewelry..... 16
- Sold the harvest in advance..... 17
- With help from government organizations..... 18
- With help from private entities..... 19
- With help from international entities..... 20
- With help from NGOs..... 21
- With help from the neighbors..... 22
- Stop consuming some products or services..... 23
- Didn't do anything..... 24
- Other, what?..... 98

Order Number	6	CODE	7	Register the principal action	CODE
1					
2					
3					
4					

cont'd

<p>The decrease of income or inheritance caused by (.....) has been totally resolved?</p> <p>YES..... 1</p> <p>NEXT QUESTION</p> <p>NO..... 2</p>	<p>How much time do you think you will need to resolve the decrease of income or inheritance caused by (.....)?</p> <p>- Within 6 months..... 1</p> <p>- Between 6 and 12 months..... 2</p> <p>- More than 1 year..... 3</p> <p>- Don't know when..... 9</p>
9	10

SOCIAL CAPITAL

Recommended respondent: Head of household

Social capital can be defined as the ability of individuals to obtain benefits through membership in social networks or other social structures. Dimensions of social capital that can be explored include: memberships in informal groups and networks with particular characteristics; everyday sociability; community participation and neighborhood connections; family connections; trust and fairness norms; crime and safety; subjective well-being; and political engagement. Measurement is difficult because the concepts are abstract and require subjective interpretation in their translation into operational measures (Narayan and Cassidy (2001)).

Grootaert and van Bastelaer (2001) write that there are two types of social capital: structural and cognitive. Structural social capital facilitates information sharing, and collective action and decisionmaking through established roles, social networks, and other social structures supplemented by rules, procedures and precedents. Cognitive social capital refers to shared norms, values, trust, attitudes, and beliefs.

Social capital is one of the important concepts that should be explored by both quantitative and qualitative means.

Narayan and Cassidy (2001) graphically demonstrate the dimensions of social capital in the following manner.

Table A1.1. The Dimensions of Social Capital

Group Characteristics	Number of memberships Contribution of money Frequency of participation Membership heterogeneity Source of group funding
Generalized Norms	Helpfulness of people Trustworthiness of people Fairness of people
Togetherness	How well people get along Togetherness of people
Everyday sociability	Everyday sociability
Neighborhood Connections	Asking neighbor to care for sick child Asking for help for yourself if sick
Volunteerism	Have you volunteered Expectations of volunteering Fair contribution to neighborhood Have you helped someone
Trust	Trust of family Trust of people in neighborhood Trust of people from other tribes/castes Trust of business owners Trust of government officials Trust of judges/courts/police Trust of government service providers Trust of local government

Source: Narayan and Cassidy (2001), Figure 2, Page 67.

Social capital questions have a very complex nature. In an ideal world, they would be asked of all household members to measure differences in social capital by age, gender, etc. The following examples administer some questions only to the household head and others to all household members. This was done to reduce the response time.

The following example is from the 2000 Guatemala Encuesta Nacional sobre Condiciones de Vida.

SOCIAL CAPITAL - Respondent Head of Household-					
A. COLLECTIVE ACTIONS, SOLIDARITY AND CONFIDENCE					
1. In the last 12 months, did you personally or any other member of the household participate in any of the following:	2. If something bad happened to a household member, for example: illness or serious accident or the sudden death of the father or mother. In this situation, to what person, organization or aid institution would you go to for assistance? <i>(register the first 2 responses that are given)</i>				
a. Participate in activities to collect funds?..... <input type="checkbox"/> 1 <input type="checkbox"/> 2	<table border="1"> <tr> <td>1</td> <td>Code</td> </tr> <tr> <td>2</td> <td></td> </tr> </table>	1	Code	2	
1	Code				
2					
b. Participate in community workshops to obtain additional income?..... <input type="checkbox"/> 1 <input type="checkbox"/> 2	3. If your neighbor suffered an important economic loss for example: [rural areas: loss of harvest] [urban areas: loss of employment] In this situation, who do you think would help them economically? <i>(register the first 2 responses that are given)</i>				
c. Take steps to obtain assistance from government programs?..... <input type="checkbox"/> 1 <input type="checkbox"/> 2	<table border="1"> <tr> <td>1</td> <td>Code</td> </tr> <tr> <td>2</td> <td></td> </tr> </table>	1	Code	2	
1	Code				
2					
d. Participate actively in an information campaign?..... <input type="checkbox"/> 1 <input type="checkbox"/> 2	4. Do you believe that people in this community generally have confidence to loan money or ask for loans among themselves?				
e. Participate actively in an election campaign?..... <input type="checkbox"/> 1 <input type="checkbox"/> 2	- Yes, the majority..... <input type="checkbox"/> 1				
f. Contact your political representative?..... <input type="checkbox"/> 1 <input type="checkbox"/> 2	- Yes, some people..... <input type="checkbox"/> 2				
g. Notify the courts, the police or the Public Ministry of any problems?..... <input type="checkbox"/> 1 <input type="checkbox"/> 2	- No <input type="checkbox"/> 3				
h. Give cash or in-kind donations?..... <input type="checkbox"/> 1 <input type="checkbox"/> 2	Codes for questions 2 & 3				
i. Offer your time to a charitable organization?..... <input type="checkbox"/> 1 <input type="checkbox"/> 2	No one will help..... 1				
j. Exchange manual labor?..... <input type="checkbox"/> 1 <input type="checkbox"/> 2	The family..... 2				
k. Take care of children in a communal manner?.. <input type="checkbox"/> 1 <input type="checkbox"/> 2	The neighbors..... 3				
l. Participate in the collective construction of community works (roads, schools etc.)..... <input type="checkbox"/> 1 <input type="checkbox"/> 2	Friends..... 4				
m. Vote in elections..... <input type="checkbox"/> 1 <input type="checkbox"/> 2	A religious group 5				
n. Other, what?..... <input type="checkbox"/> 1 <input type="checkbox"/> 2	A community leader..... 6				
	An entrepreneurial leader or a business..... 7				
	The police..... 8				
	A judge from the Family Court/Peace Judge..... 9				
	The boss/benefactor/godfather..... 10				
	A political leader/political party..... 11				
	A group or organization that they belong to..... 12				
	A group or organization that they don't belong to..... 13				
	The government..... 14				
	NGOs..... 15				
	Fire fighters..... 16				
	No one else..... 97				
	Other group or person, what?..... 98				

cont'd

B. EXCLUSION			
<p>The differences between (.....), create serious problems between people in this community?</p> <p>YES..... 1</p> <p>NO..... 2 → NEXT QUESTION</p>		<p>How does the community generally resolve this type of problem?</p> <ul style="list-style-type: none"> - Groups resolve them among themselves..... 1 - Family or household intervention..... 2 - The neighbors intervene..... 3 - With the mediation of community leaders..... 4 - With the mediation of religious leaders..... 5 - With the intervention of the authorities..... 6 - Through violence..... 7 - They are not resolved..... 8 - Other, what?..... 9 	
		CODE	
1		2	
a.	Those who have more education and those who have less education		
b.	The people who have wealth and material goods and those who don't have them		
c.	The poor and the not poor		
d.	Those who have always lived here and those who have recently arrived		
e.	The members of the distinct political parties		
f.	The distinct religions		
g.	The indigenous and the non-indigenous		
h.	The elderly and young people		

cont'd

CODES FOR THE PERCEPTION OF CHANGES QUESTION 2, WHEN QUESTION 1 IS "1"	
More employment/less unemployment.....	1
More and better transportation.....	2
Better incomes, salaries, and profits.....	3
Improve the health of the population.....	4
There are more health centers.....	5
Improve the education of the population.....	6
There are more schools.....	7
There is more security, less crimes, less violence.....	8
There is less drug addiction.....	9
Less corruption.....	10
Improved water service.....	11
Improved electricity service.....	12
Improved communications (roads, telephones, etc.).....	13
More dwellings, improved dwellings.....	14
Improved harvests.....	15
Help from NGOs.....	16
Introduction of potable water.....	17
Construction of irrigation systems.....	18
Other, what?.....	98

PERCEPTION OF CHANGES, POVERTY AND PROBLEMS QUESTION 2, WHEN QUESTION 1 IS "2" OR "3" AND QUESTIONS 3 AND 4	
Lack of employment, more unemployment.....	1
Less transportation/deteriorated transportation.....	2
Less or bad incomes, salaries or profits.....	3
Deteriorated health of the population.....	4
Lack of health centers/lack of hospitals.....	5
Lack of schools, classrooms or teachers.....	6
More violence, more crime, more insecurity.....	7
More drug addiction.....	8
More alcoholism.....	9
More corruption.....	10
Lack of water/bad quality of water.....	11
Lack of electrical energy/lack of lighting.....	12
Lack of communication methods (roads, telephones).....	13
High costs of living.....	14
Lack of housing.....	15
Too much trash/lack of trash collectors.....	16
The social differences are growing.....	17
The people don't want to work.....	18
Excess population.....	19
Lack of land to work.....	20
Bad harvests or loss of harvests.....	21
Disintegration of the society and the family.....	22
Lack of technical assistance for agriculture and business.....	23
Deforestation.....	24
Lack of credit.....	25
High interest rates.....	26
Bad government.....	27
Lack of training for work.....	28
The legalization of the land.....	28
Bad or little maintenance of the roads.....	30
Other, what?.....	98

B. EXCLUSION (Continued)					
In your opinion, in this community, are there people who need (.....) but who cannot get it in same conditions as others?		What proportion of people are excluded?	In your opinion, what is the principal reason that not all people from the community where you live can benefit from this service?		
TYPE OF SERVICE				CODE	CODES FOR Q.5
3		4	5		Principal Reason
1 A quota in order to attend primary, high school or university	YES <input type="checkbox"/> 1 NO <input type="checkbox"/> 2 → NQ				- Level of income..... 1 - Occupation..... 2 - Social position..... 3
2 Receive attention in a hospital or health center	YES <input type="checkbox"/> 1 NO <input type="checkbox"/> 2 → NQ				- Age..... 4 - Gender..... 5 - Race/ethnic group/color..... 6
3 To have potable water in their house	YES <input type="checkbox"/> 1 NO <input type="checkbox"/> 2 → NQ				- Language..... 7 - Religious beliefs..... 8 - Family relationships..... 9
4 Receive training for work or to be able to have a business	YES <input type="checkbox"/> 1 NO <input type="checkbox"/> 2 → NQ				- Political affiliation..... 10 - Lack of education..... 11 - Lack of information..... 12
5 Credit for agriculture or a business	YES <input type="checkbox"/> 1 NO <input type="checkbox"/> 2 → NQ				- Distance..... 13 - Not everyone needs it..... 14 - Obtained somewhere else..... 15
6 Receive technical assistance for agriculture or a business	YES <input type="checkbox"/> 1 NO <input type="checkbox"/> 2 → NQ				- Don't complete the requirement 16 - Other, what?..... 98
7 Public transport to school or work	YES <input type="checkbox"/> 1 NO <input type="checkbox"/> 2 → NQ				
8 Social Security to protect against illness or accidents	YES <input type="checkbox"/> 1 NO <input type="checkbox"/> 2 → NQ				
9 Drainage services, control of sewage and plagues	YES <input type="checkbox"/> 1 NO <input type="checkbox"/> 2 → NQ				
10 Improvements in roads to get to their dwelling	YES <input type="checkbox"/> 1 NO <input type="checkbox"/> 2 → NQ				
11 From the opportune administration of justice or from the resolution of conflicts	YES <input type="checkbox"/> 1 NO <input type="checkbox"/> 2 → Sec. "C"				

cont'd

C. PERCEPTION OF WELFARE

1. In the last 5 years, the living conditions or welfare of the **household**:

- Has improved..... ☐ 1
- Has worsened..... ☐ 2
- Remained the same..... ☐ 3

2. What are the two principal reasons for the living conditions of this **household** have improved, worsened or remained the same?

1st Reason: _____

Code

2nd Reason: _____

Code

3. In your opinion, what the two principal causes of poverty in Guatemala?

1st Reason: _____

Code

2nd Reason: _____

Code

4. In your opinion, what are the two principal problems in this community that you consider should be resolved in an urgent fashion?

1st Reason: _____

Code

2nd Reason: _____

Code

SEE THE CODES ON
THE REVERSE OF
THE PREVIOUS PAGE
FOR QUESTIONS
2, 3 Y 4

cont'd.

PARTICIPATION IN ORGANIZATIONS, SOCIAL ASSISTANCE PROGRAMS AND CITIZENSHIP -									
A. PARTICIPATION IN ORGANIZATIONS - For all household members 7 years of age and older-									
1. Are you a member or do you participate in a group, organization or association, such as: cultural groups, trade unions, guilds, sports organizations, community organizations, productive organizations or of any other type? YES..... 1 <div style="border: 1px solid black; padding: 2px;"> NO..... 2 Age less than 18 Pass to Section "B" otherwise pass to next module </div>		2. Of what group, organization, or association are you a member or participant?		3. Do you participate in (.....): - As an active member?..... 1 - As a non-active member?..... 2 - As a leader?..... 3 - Other, what?..... 4		4. Do you participate in any other group, organization or association? YES..... 1 <div style="border: 1px solid black; padding: 2px;"> NO..... 2 Age less than 18 Pass to Section "B" otherwise pass to next module </div>		5. Of what other group, organization, or association are you a member or participant?	
ID	CODE	ORGANIZATION	CODE			ORGANIZATION	CODE		
	1	2		3	4	5			
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

cont'd.

6. Do you participate in (.....): - As an active member?..... 1 - As a non-active member?..... 2 - As a leader?..... 3 - Other, what?..... 4	7. Do you participate in any other group, organization or association? YES.....1 NO..... 2 Age less than 18 Pass to next module otherwise pass to Section "B"	8. Of what other group, organization, or association are you a member or participant?		9. Do you participate in, (.....): - As an active member?..... 1 - As a non-active member?..... 2 - As a leader?..... 3 - Other, what?..... 4 Age less than 18 pass to Section "C"	
		ORGANIZATION	CODE		ID
6	7	8		9	
					1
					2
					3
					4
					5
					6
					7
					8
					9
					10
					11
					12

cont'd.

B. PARTICIPATION AND BENEFITS FROM SOCIAL ASSISTANCE PROGRAMS -For all household members- -																
1. In the last 12 months did you receive benefits from the following programs:											FIRST BENEFIT					
											Type of program	(... ..) paid any money for (... ..)?	If you had to buy the (... ..) how much do you think it would cost per month?	What institution gave the (... ..)?		
- School biscuit?..... 1											<div>YES..... 1</div> <div>NO..... 2</div> <div>↓</div> <div>How much was paid last month?</div>					
- School breakfast?..... 2																
- Powdered milk?..... 3																
- Glass of milk?..... 4																
- Glass of atol?..... 5																
- School transportation voucher?..... 6																
- School scholarship?..... 7																
- Bag of school supplies?..... 8																
- Health program?..... 9																
- Childcare program..... 10																
- Other, what?..... 11																
YES..... 1 NO..... 2																
IF RECEIVE MORE THAN 3 BENEFITS REGISTER THE 3 MOST IMPORTANT																
IF THE RESPONSE TO ALL PROGRAMS IS "NO" PASS TO NEXT MODULE																
ID	1	2	3	4	5	6	7	8	9	10	11	Code	Cod	Currency	Currency	Code
	1											2		3	4	5
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																

cont'd.

SECOND BENEFIT					THIRD BENEFIT				
Type of program	(.....) paid any money for (.....)?	If you had to buy the (.....) how much do you think it would cost per month?	What institution gave the (.....)?	Type of program	(.....) paid any money for (.....)?	If you had to buy the (.....) how much do you think it would cost per month?	What institution gave the (.....)?		
	<div>YES..... 1</div> <div>NO..... 2</div>				<div>YES..... 1</div> <div>NO..... 2</div>				
		How much was paid last month?	(Write the code of the institution)			How much was paid last month?	(Write the code of the institution)		
Code	Cod	Currency	Currency	Code	Cod	Currency	Currency	Code	ID
6		7	8	9	10	11	12	13	
									1
									2
									3
									4
									5
									6
									7
									8
									9
									10
									11
									12

TANGIBLE ASSETS

Recommended respondent: Various

Information on intangible assets is collected throughout the questionnaire: education, health, employment, social capital, etc. Tangible assets are also found in multiple areas: land, housing, equipment, savings, stocks (livestock, food, jewelry), access to infrastructure, etc. As mentioned earlier, information on “ownership” of tangible assets is insufficient for determining the households ability to use the asset to manage risks. It is also necessary to know if the household has the rights to use and/or transfer those assets.

To collect information on durable goods owned by the household, it is important to be able to determine how to depreciate the item to current value. The actual list will vary by country and in some cases it may be important to know which member of the household owns the particular item. The following example was taken from Grosh and Glewwe (2000) Chapter 5.

A housing module will provide information on the condition of the dwelling unit: construction of the walls, floors and ceiling; number of rooms; sharing cooking facilities; etc. It will also provide information on the household’s connections to infrastructure: electricity, water, sanitation, roads, etc. It should also indicate the how the household has possession of the dwelling unit ranging from registered legal title to squatting. The following example was taken from Grosh and Glewwe (2000) Chapter 12.

For agricultural land²², it is important to know how much access a household has to land that can be used for agricultural purposes whether these purposes be for home consumption only or for business. It is important to know if the household owns the land (and the title the household holds on the land), rents the land or leases the land. The physical characteristics of the land – mountainous, terraced, irrigated, etc. – should be recorded. The types of crops grown, and the diversity of crops, needs to be noted down. And information should be collected on the equipment – tools, tractors, threshing machines – available to the household.

²² Agricultural land refers to land used for agriculture, silviculture and aquaculture.

Durable Goods

1. Does your household own any of the following items?

DETERMINE WHICH DURABLES THE HOUSEHOLD OWNS BY ASKING Q.1. FOR EACH DURABLE OWNED, WRITE THE DESCRIPTION AND CODE IN THE SPACE PROVIDED UNDER Q.2, AND PROCEED TO ASK Q.3-7 FOR EACH ITEM.

ITEM	CODE	YES	NO
Stove	201		
Refrigerator	202		
Washing Machine	203		
Sewing/knitting machine	204		
Fan	205		
Television	206		
Video player	207		
Tape player/CD player	208		
Camera, video camera	209		
Bicycle	210		
Motorcycle/scooter	211		
Car or truck	212		

I T E M	2.	3.	4.	5.	6.	7.	
	LIST ALL THE ITEMS OWNED BY THE HOUSEHOLD, THEN PROCEED TO ASK Q.3-7.	How many years ago did you acquire this [ITEM]?	Did you purchase it or receive it as a gift or payment for services?	How much did you pay for it?	How much was it worth when you received it?	If you wanted to sell this [ITEM] today, how much would you receive?	
	DESCRIPTION	CODE	YEARS	PURCHASE..1 GIFT OR PAYMENT..2 (>6)	CURRENCY	CURRENCY	CURRENCY
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

HOUSING MODULE -- PART A. DESCRIPTION OF THE DWELLING

Now I would like to ask you about your housing conditions. I mean by housing all the rooms and all separate buildings used by your household members. What buildings or rooms do the members of your household occupy?

BEFORE ASKING QUESTION 5, OBSERVE AND NOTE THE FOLLOWING:

1. WHAT IS THE MAJOR CONSTRUCTION MATERIAL OF THE EXTERNAL WALLS?

- BRICK 1
- CONCRETE PLATES 2
- CONCRETE BLOCKS 3
- UNBAKED BRICK, ADOBE 4
- WOOD, LOGS 5
- TIN, ZINC SHEETING 6
- FLATTENED TIN CANS 7
- MUD 8
- BAMBOO 9
- CANVAS, FELT 10
- OTHER (SPECIFY) 11

2. WHAT IS THE MAJOR MATERIAL OF THE ROOF?

- CONCRETE 1
- SHINGLES 2
- ASBESTOS SHEETS 3
- METAL SHEETS 4
- TILE 5
- WOOD 7
- UNBAKED BRICKS (SAMAN) 8
- THATCH 9
- OTHER (SPECIFY) 10

3. WHAT IS THE PRIMARY MATERIAL OF THE FLOOR?

- PARQUET 1
- PAINTED WOOD 2
- TILE 3
- LINOLEUM 4
- CONCRETE 5
- CLAY/EARTHEN FLOOR 6
- OTHERS (SPECIFY) 7

4. WHAT TYPE OF DWELLING IS IT?

- DETACHED HOUSE 1
- MULTI-FAMILY HOUSE 2
- SEPARATE APARTMENT 3
- COMMUNAL APARTMENT 4
- ROOM IN A LARGER DWELLING 5
- SEVERAL BUILDINGS CONNECTED 6
- SEVERAL SEPARATE BUILDINGS 7
- IMPROVISED HOUSING UNIT 8
- OTHER (SPECIFY) 9

5. How many rooms do the members of your household occupy, including bedrooms, living rooms and rooms used for household enterprises?

DO NOT COUNT BATHROOMS, KITCHENS, BALCONIES AND CORRIDORS

NUMBER OF ROOMS

6. How many, if any, of these rooms are used primarily for family enterprise or trade?

WRITE ZERO IF ROOMS ARE NOT USED FOR BUSINESS OR TRADE

NUMBER OF ROOMS

7. What is the space of your dwelling including living and accessory rooms?

SQUARE METERS

8. How long has your household been living in this dwelling?

YEARS

9. In approximately what year was this dwelling built?

ASK THE RESPONDENT TO PROVIDE AN ESTIMATE IF UNSURE OF THE EXACT YEAR

YEAR BUILT

cont'd.

PART B. HOUSING SERVICES

1. In the rainy season, what is the main source of water for drinking and cooking for your household?

PRIVATE CONNECTION TO PIPELINE 1
 PRIVATE WELL 2
 PUBLIC TAPS/ STANDPIPE 3
 PUBLIC WELL 4
 NEIGHBORS 5
 WATER VENDOR 6
 SPRING 7
 RIVER, STREAM, LAKE, POND 8
 RAINWATER 9
 OTHER (SPECIFY)..... 10
 BOTTLED 11

2. In the dry season, is the main source of water for drinking and cooking for your household the same as is your main source in the rainy season?

YES..... 1 » QUESTION 4
 NO..... 2

3. In the dry season, what is the main source of water for drinking and cooking for your household?

PRIVATE CONNECTION TO PIPELINE 1
 PRIVATE WELL 2
 PUBLIC TAPS/ STANDPIPE 3
 PUBLIC WELL 4
 NEIGHBORS 5
 WATER VENDOR 6
 SPRING 7
 RIVER, STREAM, LAKE, POND 8
 RAINWATER 9
 OTHER (SPECIFY)..... 10
 BOTTLED 11

4. Does your household treat your drinking water in any way?

YES..... 1
 NO..... 2 »QUESTION 6

5. How do you treat your drinking water?

BOIL IT (ONLY) 1
 FILTER IT (ONLY) 2
 ADD CHEMICALS/DISINFECTANT/SETTLING AGENT .. 3
 BOIL AND FILTER BUT DO NOT ADD CHEMICALS..... 4
 BOIL AND ADD CHEMICALS BUT DO NOT FILTER 5
 FILTER AND ADD CHEMICALS BUT DO NOT BOIL 6
 BOIL, FILTER AND ADD CHEMICALS 7

6. In the rainy season, do you use the same main source of water for bathing and washing as you do for drinking and cooking in the rainy season?

YES..... 1 » QUESTION 8
 NO..... 2

7. In the rainy season, what is the main source of water for bathing and washing for your household?

PRIVATE CONNECTION TO PIPELINE 1
 PRIVATE WELL 2
 PUBLIC TAPS/ STANDPIPE 3
 PUBLIC WELL 4
 NEIGHBORS 5
 WATER VENDOR 6
 SPRING 7
 RIVER, STREAM, LAKE, POND 8
 RAINWATER 9
 OTHER (SPECIFY)..... 10

8. In the dry season, does your household use the same main source of water for bathing and washing as it does for drinking and cooking?

YES..... 1 » QUESTION 11
 NO..... 2

9. In the dry season does your household use the same main source of water for bathing and washing as it uses for bathing and washing in the rainy season?

YES..... 1 » QUESTION 11
 NO..... 2

cont'd.

10. In the dry season, what is the main source of water for bathing and washing for your household?

- PRIVATE CONNECTION TO PIPELINE 1
- PRIVATE WELL 2
- PUBLIC TAPS/STANDPIPE 3
- PUBLIC WELL 4
- VENDOR (TRUCK) 5
- NEIGHBORS 6
- SPRING 7
- RIVER, STREAM, LAKE, POND 8
- RAINWATER 9
- OTHER (SPECIFY) 10

11. Where do members of your household bathe ?

- INDOOR BATH/SHOWER FOR HOUSEHOLD ONLY 1
- INDOOR BATH/SHOWER SHARED WITH OTHER HOUSEHOLDS 2
- OUTDOOR BATH/SHOWER FOR HOUSEHOLD ONLY 3
- OUTDOOR BATH/SHOWER SHARED WITH OTHER HOUSEHOLDS 4
- PUBLIC BATHS 5
- RIVER, POND, ETC. 6
- OTHER (SPECIFY) 7

12. What is the type of toilet that is used in your household?

- FLUSH TOILET 1
- TRADITIONAL LATRINE 2 » QUESTION 14
- VENTILATED IMPROVED PIT LATRINE 3 » QUESTION 14
- BOWL/BUCKET 4 » QUESTION 15
- OTHER (SPECIFY) 5 » QUESTION 15
- NO TOILET 6 » QUESTION 15

13. What disposal system is this toilet connected to ?

- SEWER SYSTEM 1
- SEPTIC TANK 2
- NONE/DISCHARGES TO SURFACE OR GROUNDWATER 3

14. Is this toilet or latrine used only by members of your household or do other household members use it as well?

- THIS HOUSEHOLD ONLY 1
- OTHER HOUSEHOLDS AS WELL 2

15. What is the main source of lighting in your dwelling ?

- ELECTRICITY 1
- KEROSENE, OIL OR GAS LAMPS 2 » QUESTION 17
- CANDLES OR BATTERY FLASHLIGHTS 3 » QUESTION 17
- NO LIGHTING 4 » QUESTION 17

16. How many hours a day on average was electricity available in your dwelling last month?

NUMBER OF HOURS

17. What fuel do you use most often for cooking?

- GAS 1
- ELECTRICITY 2
- WOOD 3
- COAL 4
- KEROSENE 5
- PEAT, MANURE 6
- OTHER (SPECIFY) 7

18. Does your household heat your dwelling in winter?

- YES 1
- NO 2 » QUESTION 20

19. How does your household heat your dwelling?

- WATER RADIATORS-CENTRALIZED HOT WATER .. 1
- WATER RADIATORS IN ROOMS FROM A GAS, COAL OR ELECTRIC BOILER WITHIN THE HOUSE .. 2
- ELECTRIC HEATERS 3
- COAL STOVE 4
- WOOD STOVE 5
- KEROSENE STOVE 6
- STOVES FOR STRAW, BRUSH, MANURE, PEAT 7
- OTHER (SPECIFY) 8

cont'd.

20. How many months during the last 12 months was your dwelling heated?

NUMBER OF MONTHS

21. During how many of those months was your dwelling sufficiently warm?

NUMBER OF MONTHS

PART C: DWELLING EXPENDITURES

1. Is this dwelling owned by a member of your household?

YES 1
NO 2 » QUESTION 7

2. Do you have legal title to the dwelling or any document that shows ownership?

YES 1
NO 2 » QUESTION 4

3. What type of title is it?

FULL LEGAL TITLE, REGISTERED 1
LEGAL TITLE, UNREGISTERED 2
PURCHASE RECEIPT 3
OTHER 4

4. If you make installment payments for your dwelling, what is the amount of the installment?

WRITE ZERO IF THE HOUSEHOLD DOES NOT MAKE
INSTALLMENT PAYMENTS

AMOUNT (UNITS OF CURRENCY)
TIME UNIT

5. If you sold this dwelling today how much would you receive for it?

AMOUNT (UNITS OF CURRENCY)

6. Estimate, please, the amount of money you could receive as rent if you let this dwelling to another person?

AMOUNT (UNITS OF CURRENCY)
PER TIME UNIT

»» QUESTION 13

7. Do you rent this dwelling for goods, services or cash?

YES 1
NO 2 » QUESTION 13

8. From whom do you rent this dwelling?

RELATIVE 1
PRIVATE EMPLOYER 2
STATE ENTERPRISE 3
STATE 4
PRIVATE PERSON/AGENCY 5

9. How much does your household pay in cash to rent this dwelling?

IF THEY DO NOT PAY, WRITE ZERO

AMOUNT (UNITS OF CURRENCY)
TIME UNIT

10. Does your household pay any of the rent by goods or services?

YES 1
NO 2 » QUESTION 12

11. What is the approximate value of the goods and services paid by your household?

AMOUNT (UNITS OF CURRENCY)
PER TIME UNIT

TIME UNITS	DAY 3 WEEK 4	MONTH 5 QUARTER 6	HALF YEAR 7 YEAR 8
---------------	-----------------------------	----------------------------------	-----------------------------------

12. Does your rent include any of the following?

- | | |
|----------------|--|
| a. Furniture | |
| YES.....1 | |
| NO2 | |
| b. Electricity | |
| YES.....1 | |
| NO2 | |
| c. Heating | |
| YES.....1 | |
| NO2 | |
| d. Water | |
| YES.....1 | |
| NO2 | |

How much did your household pay in the last month for the following services?

IF THE HOUSEHOLD DIDN'T PAY ANYTHING, WRITE ZERO

- | | |
|-------------------------------|--|
| 13. Centralized heating | |
| 14. Electricity | |
| 15. Gas | |
| 16. Coal | |
| 17. Oil | |
| 18. Wood | |
| 19. Other fuel | |
| 20. Water | |
| 21. Disposal of human excreta | |
| 22. Trash collection | |
| 23. Telephone | |
| 24. Apartment building fees | |

CREDIT AND SAVINGS

Information on access to financial credit and savings of financial assets is important in determining the vulnerability of households. This section focuses on monetary credit and savings, but both credit and savings can be defined in non-monetary forms as well. Savings can be defined in terms of land, livestock, cash, deposits, durable goods, education, and home improvements (Kochar (2000)). Credit is the trade of money, goods or services at the present time for a payment in the future. It can be provided in many forms and under a wide variety of arrangements. The formal sector is not the only source of credit. It is possible to obtain credit from traders, employers, landlords or relatives (Scott (2000)).

The savings questions have been drawn from Grosh and Glewwe (2000) Chapter 20 and the credit questions from Grosh and Glewwe (2000) Chapter 21.

SAVINGS

PART A: INVESTMENT PROPERTY

1. Does your household own any land or buildings which you rent to others for residential or business purpose (do not include agricultural land or property used for a business run by your household)?

YES..1
NO...2 (»NEXT PART)

2. How much money would your household receive if you sold all this property today?

currency

3. How much did your household receive in total from renting this property to others over the past 12 months?

currency

PART B: CURRENCY

1. How much money does your household now have? (include currency only, both foreign and domestic)

DOMESTIC CURRENCY:

FOREIGN CURRENCY:

PART C: FINANCIAL ASSETS

ID Code	1. Does any member of your household have any of the following kinds of savings?	2. How much is the current value of such assets?	
	IF THE ANSWER TO QUESTION 1 IS YES, ASK QUESTION 2	YES.....1 NO.....2 (»NEXT SAVING)	CURRENCY
1			
2			
3			

I would new like to ask you about whether you have borrowed any money or goods or obtained funds that you must repay from family, friends or institutions.

P E R S O N I D	1 IS THIS PERSON ANSWERING FOR HER OR HIMSELF?	2 [INTER- VIEWER: COPY THE ID CODE OF PERSON PROVIDING THE INFORM- ATION]	3 In the last 12 months, how many times did you borrow or obtain funds that you had to (have to) repay from a family member, friend or other individual? (Include all loans made this year, even if already repaid).	4 What was the total amount borrowed from family members, friends or other individuals in the last 12 months?	5 In total, how much do you owe family members, friends or other individuals? (including all loans outstanding regardless of when obtained)	6 In the last 12 months, how many times did you borrow or obtain funds that you had to (have to) repay from your employer or landlord? (Include all loans made this year, even if already repaid).	7 What was the total amount borrowed from your employer or landlord in the last 12 months?	8 In total, how much do you owe your employer or landlord? (including all loans outstanding regardless of when obtained)	9 In the last 12 months, how many times did you borrow or obtain funds that you had to (have to) repay from a credit union, cooperative or NGO? (Include all loans made this year, even if already repaid).	10 What was the total amount borrowed from a credit union, cooperative or NGO in the last 12 months?
	YES....1 (»3)		IF NONE, WRITE '0'		IF NOTHING, WRITE '0'	IF NONE, WRITE '0'		IF NOTHING, WRITE '0'	IF NONE, WRITE '0'	
	NO.....2		AND »5		AND »8		AND »11			

1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										

11 In total, how much do you owe credit unions, cooperatives or NGOs? (including all loans outstanding regardless of when obtained)	12 In the last 12 months, how many times did you borrow or obtain funds that you had to (have to) repay from a bank or government agency? (Include all loans made this year, even if already repaid).	13 What was the total amount borrowed from banks or government agencies in the last 12 months?	14 In total, how much do you owe banks and government agencies? (including all loans outstanding regardless of when obtained)	15 In the last 12 months, how many times did you obtain funds from a ROSCA? (Include all loans made this year, even if already repaid).	16 What was the total amount obtained from a ROSCA in the last 12 months?	17 In the last 12 months, how many times did you borrow or obtain funds that you had to (have to) repay from pawning your belongings or from any other source? (Include all loans made this year, even if already repaid).	18 What was the total amount borrowed from these other sources in the last 12 months?	19 In total, how much do you owe these other sources? (including all loans outstanding regardless of when obtained))	20 When did you most recently borrow money or obtain funds that need(ed) to be repaid? [IF PERSON SAYS THAT NEVER BORROWED MONEY WRITE IN 99 9999 AND »24. IF MOST RECENT LOAN IS OLDER THAN 12 MONTHS, WRITE DATE AND »24.]	
IF NOTHING, WRITE '0'	IF NONE, WRITE '0' AND »14		IF NOTHING, WRITE '0'	IF NONE, WRITE '0' AND »17 NUMBER		IF NONE, WRITE '0' AND »20			MONTH	YEAR

cont'd.

<p>21 Where precisely did you obtain this most recent loan?</p> <p>GOV'T AGENCY.....1 AGR. DEVE. BANK...2 OTHER NAT'L BANK...3 COMMERCIAL BANK...4 CREDIT UNION.....5 OTHER COOPERAT...6 NGO.....7 PAWNSHOP.....8 ROSCA.....9 LANDLORD.....10 EMPLOYER.....11 RELATIVE.....12 FRIEND.....13 OTHER INDIVIDUAL.....14 OTHER INSTITUTION.....15</p>	<p>22 What was the main reason for borrowing or obtaining this loan?</p> <p>AGRICULTURE FARM INPUTS.....1 BUY HEAVY EQUIP.....2 BUY OTHER EQUIP.....3 BUY ANIMALS.....4 BUY AGR. LAND.....5 OTHER AG. COSTS.....6 NONFARM BUSINESS PURCHASE OF INPUTS/WORKING CAP..7 BUY OR IMPROVE LAND/BUILD/EQUIP.....8 OTHER BUSINESSES EXPENSES.....9 PERSONAL USE CONSUMPTION NEEDS.....10 PURCHASE/IMPROVE DWELLING.....11 CEREMONIES (RELIG/WED/BURY).....12 CONSUMER DURABLES.....13 ONLENDING.....14</p>	<p>23 How much did you borrow in this most recent loan?</p>	<p>24 During the last 12 months did you try to borrow money from any person or institution and were refused?</p> <p>YES....1 NO.....2 (»26)</p>	<p>25 Who turned you down?</p> <p>GOV'T AGENCY.....1 AGR. DEVE. BANK...2 OTHER NAT'L BANK...3 COMMERCIAL BANK...4 CREDIT UNION.....5 OTHER COOPERAT...6 NGO.....7 PAWNSHOP.....8 ROSCA.....9 LANDLORD.....10 EMPLOYER.....11 RELATIVE.....12 FRIEND.....13 OTHER INDIVIDUAL.....14 OTHER INSTITUTION.....15</p> <p>»NEXT MODULE</p>	<p>26 CHECK THE ANSWERS TO QUESTIONS 21-23. DID THE PERSON OBTAIN A LOAN IN THE PAST 12 MONTHS?</p> <p>YES....1 (»NEXT MODULE) NO.....2</p>	<p>27 Why did you not attempt to borrow money in the last 12 months? [WRITE UP TO THREE ANSWERS IN ORDER OF IMPORTANCE]</p> <p>NO NEED.....1 BELIEVED WOULD BE REFUSED.....2 TOO EXPENSIVE....3 INADEQUATE COLLATERAL.....4 DO NOT LIKE TO BE IN DEBT.....5 DO NOT KNOW ANY LENDER.....6 OTHER.....7</p> <p>»NEXT MODULE</p> <table border="1"> <tr> <td>1ST</td> <td>2ND</td> <td>3RD</td> </tr> </table>	1ST	2ND	3RD
1ST	2ND	3RD							

Appendix 2. Hazardous Occupations and Processes in National Legislation²³

The following occupations or processes have been documented to expose children to hazards to an extent that countries have prohibited the admission of children below 18 years (or a lower age, where indicated) to these occupations or processes by law:

Work in abattoirs and meat rendering
Work in the aluminum industry (16 years)
Work on airport runways
Work with dangerous or wild animals
Archaeological excavations
Brick manufacture
Cable laying
Care for mentally disturbed persons
Carpet weaving (14 years)
Catering at railway stations (14 years)
Cinder-picking, clearing ash-pits (14 years)
Work with circular saws and other dangerous cutting machines
Work in commercial agriculture (as opposed to subsistence agriculture)
Work in construction and/or demolition
Work with cranes/hoists/lifting machinery
Work in crystal and/or glass manufacture
Domestic service (16 years)
Work in entertainment establishments (night clubs, bars, casinos, circuses, gambling halls)
Excavation work
Work with fire brigades and gas rescue services
Forestry work
Work with machinery in motion (operation, cleaning, repairs, etc.)
Manufacture of matches (16 years)
Maritime work
Mining, work in quarries, underground work
Oil prospecting/work with petroleum
Work with oxyacetylene blowpipes (16 years)
Work with pedal/crank operated equipment (16 years)
Work in salt and brine processes
Shipbuilding (16 years)
Soap manufacture (14 years)
Work with steam engines or equipment
Street trades
Work in sugar mills (16 years)
Work in tanneries
Work in textile industries (specific tasks)

²³ *Every Child Counts: New Global Estimates on Child Labour*, International Labour Office, Geneva, April 2002, Appendix 3.

Operating vehicles
Underwater work
Work in the water and gas industry
Work with heavy weights and loads
Welding and smelting of metals, metal working
Work at courts, prisons or as probation officers

Countries may also prohibit the exposure of children at work to certain hazardous agents and products below 18 years of age (or a lower age, where indicated). The following agents or products have been subject to such legal prohibition in a number of countries:

Alcohol production and/or sale
Asbestos
Benzene
Bleaching and chlorine
Cadmium
Cement
Chemicals, general provisions for exposure to
Chromium
Compressed air/gas
Electricity
Explosives
Fumes, dust, gas and other noxious substances
Infra-red and ultraviolet rays, laser, radio-frequency emissions
Lead/zinc metallurgy, white lead, lead in paint
Manganese
Marble, stone and gypsum
Mercury
Paints, solvents, shellac varnish, glue, enamel
Pathogenic agents, exposure to (hospital work, city cleaning, work related to sewers, handling corpses, etc.)
Potassium and sodium
Radioactive substances or ionizing radiation
Rubber
Tar, asphalt, bitumen
Tobacco (inc. bidi and cigarette making) (16 years)

Finally, the admission to work below 18 years of age may also be prohibited on the basis of hazards relating to the physical environment in which the work takes place. Hazards that have given rise to a legal prohibition include:

Thermal stress (heat and/or cold)	Increased or decreased air pressure
Vibration and noise	Ergonomic hazards
Inadequate ventilation	Accident hazards
Lack of light or abnormal levels of light	